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Twice a Month for Better Schools

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The Editors Say...

Our thanks to the many subscribers who have recently written us encouraging words—to those also who have sent constructive criticisms.

We are trying to supply you with an integrating magazine—one that reaches across different fields and levels; knits the whole of education into one firm fabric. Because of this broad interest, The Journal of Education appeals to workers in widely diversified positions—here a teacher in the grades, there a principal, a superintendent, a supervisor, a university instructor or president. Readers of this publication are members of an interesting family group linked with one common purpose — to make education vitally effective.

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Our Mid-Month *News* Edition is meeting with an enthusiastic welcome. It is still in an experimental stage, and we should like to hear from more of our readers what they think of it.

Speaking of opinions to be written—haven't you an opinion or a viewpoint on some important topic for our Readers' Forum in the Mid-Month News Edition? Make your letter short and to the point, please. Blue pencils run into money!

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It takes alertness to adapt ideas from the experience and thinking of fellow workers coping with similar problems. That's the challenge of the thing—the secret of the stimulus so many of you tell us you get from The Journal of Education—as integrating, practical, inspirational and encouraging a magazine as readers, contributors, and editors working together are able to make it.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

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World at Lessons

Inspection—and Introspection

FAITH in education is nearly universal in America. On no other ground could one explain the spread of free opportunities for instruction, or the eagerness with which these opportunities are grasped.

Whatever doubts exist in the public mind are concerned mainly with the plans and procedures of the schools. Are these well aimed? Are they well executed? Do the results, in terms of mental training, culture, economic competence and good citizenship, warrant the expenditure of so many hundreds of millions of dollars on the schools?

American Education Week is an occasion for answering those doubts—or, if any of them cannot be satisfactorily and honestly answered, an occasion for rethinking and revising what is wrong.

American Education Week, sponsored jointly by the Office of Education, the National Education Association, the American Legion and other educational and patriotic groups, is not just a time for exhibiting what the schools are doing. It is a time for listening to what the public wants to see accomplished by its schools that still remains unrealized.

There is much to show the public regarding the newer methods and the newer studies; much to impress them with the value of the educational offerings that have been called luxuries by the uninformed and by those seeking to reduce taxes.

But when all this demonstrating is over—and while it is in progress—won't the school community itself solemnly and frankly consider how it can improve upon all its past and present performance? We believe it will!

• • •

Speaking of Budgets

WE HEAR a great deal nowadays about "balancing the budget." How many of us—to say nothing of balancing our personal financial budgets—are able to balance our budgets of hours and minutes?

A certain business man has undertaken a project which he reckons ought to take him just sixty business days to accomplish. He is determined it will not take him longer. So he has posted on the walls of his office three calendar leaves of one month each. On these he has numbered every business day from the day he started his project until the day that should mark the conclusion of that piece of work. Yesterday he had reached the twenty-fifth day—and he checked up to see how his task was coming along. Barring some unforeseen delay, the sixtieth day will see his project ended.

All of us admire that sort of planning ahead, though we seldom adopt so stern or so simple and effective a technique.

For shorter tasks, looking at the clock when we begin, and saying to ourselves that we will have finished by such a time, lends quickness to our efforts.

Vast amounts of time are wasted between tasks. Vast amounts are wasted waiting for other people who either have no respect for time or are interested solely in their own.

In a classroom, one individual by holding up action for three minutes may waste forty times three minutes or two hours that do not belong to him to waste.

To be on schedule every minute is painful—if not to oneself at least to one's associates. But to fritter time away when one should be making excellent use of it, is to be extravagant with something the supply of which is as limited as that of money. School administrators who fail to have books and schedules ready the first day of school—or who constantly interrupt important work of teachers by sending around notices to be read immediately, or blanks to be filled out at once—well, they need to turn their thoughts to this matter of time budgeting.

• • •

Fork of the Road—Which Way?

THE national election which is in the offing will determine whether the people approve of the New Deal and its lavish endeavors to readjust American life through planning, or whether they prefer to trust themselves to a leadership which, while claiming more progressiveness than the Republicans have sometimes shown, promises not to impose so many rules, not to spend so much money, and not to do a lot of other things the party in power has done or been accused of doing.

Neither Roosevelt nor Landon will satisfy that element of our population which is bent upon the overthrow of existing institutions. It will be interesting to see how much strength is mustered by such elements—the most radical of which freely proclaim they are looking forward to 1940 for the political harvest of their present seed-sowing.

Every citizen holds a certain composite of theories, beliefs, desires and loyalties. He selects the particular party or candidate seeming most nearly to approximate what he asks from his government.

The outcome is always awaited with some intensity. No one really knows ahead of time what the voters will decide. Rival claims are so contradictory and so exaggerated as to be discounted liberally by all but the most gullible.

After the election, the fevers of the campaign will rapidly abate. Business men will feel the uncertainty lifted, and will go ahead as far as their confidence in general conditions and in the man in the White House will let them.

Whatever may be said against Mr. Roosevelt, his willingness to "do something" may have enabled us to pass through an economic crisis without violence. And whatever may be said of Mr. Landon, he has a lot of common sense and a touch of liberalism and humanity that are not unlike those qualities in Mr. Roosevelt himself.

Obviously, it is not the business of a professional magazine to advise its readers how to vote.

The majority of our readers will have voted before this issue reaches them. They will be digesting the results of the election.

Another chapter in American history will soon have started—destined not to be so bright as some are hoping, nor yet so dark as others are predicting.

• • •

Moscow Goes Military

OBSERVERS of Russia's amazing experiment can scarcely have failed to note a change in military policy from that early ideal of a world united under a brotherhood of all who toil.

This purpose, to be sure, called for the universal spread of Marxist propaganda, and for an overthrow of capitalism by force in all countries. And success along those lines has not come as the Soviet leaders hoped.

Still it is strange to see Soviet Russia today maintaining one of the world's largest armies, and planning one of the world's largest navies. These weapons are for defence, of course, as all such weapons are—ostensibly.

The Communists of Russia have found it necessary to develop a vast army of Red agents to keep their people in line with Bolshevist policies. This may have furnished impetus to the plans for arming against external powers. But perhaps the rapid growth of military force among the other nations of Europe and Asia has been reason enough.

Can Russia, with her Communist set-up, hope to maintain a thoroughly disciplined military and naval arm in the event of war?

Soldiers' soviets, taking the authority into their own hands, broke up the Czar's armies, back in 1917. Will the new armies of the new rulers be proof against similar disintegration?

The question is somewhat academic. We hope not to see it answered by a bloody war—such as Europe so steadfastly seems to head for.

• • •

Teaching Them to Think

CRITICS of the schools declare that they do not teach pupils to think.

Teachers reply that much of the human material supplied them is incapable of thinking—comes from homes where thinking is an unknown process. Teachers do not give this explanation at parent-teacher gatherings. But they say it to themselves and to one another.

And it is partly true. But it is also a very poor notion for the teacher to dwell upon.

Almost every child is capable of more and better thinking than he has yet done.

And always the best teachers have been characterized by a certain knack of awakening the latent thought-powers of pupils.

To stir thought in others, the teacher must himself be a thinker—something of an enthusiast on thinking.

The teacher cannot guide where the teacher does not know the trails.

On the other hand, one does not get others to think by doing all the thinking for them. The teacher can often give zest to thinking by a bit of teasing—much as one gives pleasure to a puppy by letting him beg or jump for some choice morsel.

The teacher who is too dull to think ought not to be a teacher. The teacher who monopolizes the thinking of the class—or who refuses to put on the thought-brakes while the pupils are catching up—is doomed to failure as a developer of thought power in his pupils.

• • •

Freedom of the Air

FREEDOM of the radio—for those who can afford to use it—is indeed an important safeguard of democracy in this modern age and any real curb on such freedom is intolerable. But—the restriction about which Senator Vandenberg has recently said so much was not a point well taken. A debate with an opponent whose words are canned words, chosen by the manager of the debate, is not a fair debate.

Psychological Clinic

Conducted by

HELEN F. CUMMINGS, Ph. D.
Research Assistant, Department of Educational Investigation and Measurement
Boston Public Schools

QUERY—

I am meeting with a group of ten boys and girls in our elementary grades each day from 2.40 to 3.00 o'clock in remedial reading, and I am most desirous of help in my guidance of these children. I would be so grateful to you for any suggestions or help in their activity. I would say the reading ability varies from the first grade through the fourth grade. A. P.

Comment—

Since many school failures are due to reading difficulties it is encouraging to know that you have recognized the need for remedial treatment of serious reading defects. You must first determine the basic cause of each child's reading difficulty by means of diagnostic tests, and then place those with similar disabilities in groups. If this means four groups rather than the heterogeneous grouping as at present, take each group for ten minutes every other day with reading material which appeals to their interests, and which has a vocabulary within their range of comprehension. I am sending to you by mail the names of standardized tests which will meet your needs with practical suggestions to aid in your remedial work.

QUERY—

John, thirteen years and one month old, with a mental age of eleven years and four months and an intelligence quotient of 87, is a member of grade eight in my Junior High School. He entered this in-town school by transfer from an out-of-town school, and I believe that the change of environment has had a distracting influence upon him. He is normal physically except for a slight postural defect. However, his motor co-ordination is exceedingly poor and shows definitely in all his handwork. He is failing in two major subjects, English and French. He is socially well-adjusted and is well liked by his associates. I am at a loss about him and would appreciate your assistance.

M. O. A.

Comment—

You are to be congratulated upon your speedy recognition of the variant child. Before delinquency occurs you ask *why* these minor deviations. By changing schools this boy of mediocre talent has been challenged, and the program into which he fitted in the smaller classes of the country school taxes his capabilities in the larger groupings of the city school. J. should be induced to drop the study of French from his program, and to substitute some form of shopwork which appeals to him in order to secure that motor training which he needs so badly. The fascination of city life is probably causing him to neglect his home studies, but with the co-operation of the home this factor may be overcome.

YOU are cordially invited to consult Dr. Cummings about any problem of maladjusted personality. Avail yourself of the opportunity to secure expert advice on your most baffling "cases." The service is FREE to readers of this magazine. Address your inquiry to The Psychological Clinic of The Journal of Education, 6 Park Street, Boston, Massachusetts.

QUERY—

I would like your help in adjusting a fifteen-year-old boy in my eighth grade. He has not earned sufficient points so that he may enter high school at the beginning of the term despite the fact that he is repeating the grade this year. He is most uncontrolled in his behavior, lies and steals, and is frequently a truant. His parents are disturbed over George's conduct disorders and will co-operate in any plan suggested to aid him. I may add that he is normal mentally and is physically well-developed for his age.

M. F. M.

Comment—

George is resorting to truancy as a way out of a difficult situation. He finds much humiliation in his school failure, and is doing anything to avoid school. His present school environment is unfavorable for satisfactory adjustment since it is associated in his mind with failure and because his over-ageness prevents his having any community of interest with the pupils in the school. Since his parents are willing to accept your plan, private tutoring in the failure subjects should be recommended so that his deficiencies may be made up. It is most desirable that George enter the high school next term as the activities and varied curriculum will appeal to him, and will cause his former feelings of discouragement and humiliation to vanish.

Aberdeen Has a Students' Court

By CARL V. GRUHN
Instructor in High School
Aberdeen, South Dakota

An activity which stresses the importance of law and order—and the students seem to like it.

ONE of the problems which everlastingly confronts the high school administration is that of hall discipline. Teachers maintain order in some schools, while student monitors or guards under teacher supervision serve the same purpose in others. The latter system is used in Central High School at Aberdeen, South Dakota.

As one might expect, various problems arise under such a system. In some cases monitors issue slips to students they particularly dislike or otherwise abuse their office in order to impress students with their own importance, and consequently a strong antagonism arises between the monitor board and the student body. Because of this attitude monitors are reticent about giving offence slips when necessary. The whole system tends toward laxity, unless it is almost constantly checked by the adviser of the board. Another difficulty is that if a student who unjustly receives an offence slip is excused by the adviser, he will probably relay this information to others without stating why such an excuse was made. This tends to make students feel more secure in their own misdemeanors. Moreover, the monitor who issues the slip will see no further use in reprimanding offenders, since they may also be excused. In order to solve these problems and make the monitor system an effective and forceful method of hall supervision, a students' court was developed.

The purposes of the court are as follows:—

1. To give the student a fair trial when held for an offence.
2. To give the students an opportunity to aid in the enforcement of law and order.
3. To teach students respect for law, order, and the court.
4. To aid in developing courtesy and consideration for others.
5. To give students an opportunity to apply some of the principles learned in classes in modern problems, speech, and commercial studies.
6. To enable students to experience an ordinary life situation.

These purposes are readily realized when offenders are brought into a court composed entirely of fellow students who take the matter as seriously as adults in a regular court. Here pupils are brought face to face with an actual life situation which not only develops respect for law and order in the school but also emphasizes the need for such observance elsewhere. The operation of the court tends to create an understanding of the necessity of rules and an adaptation on the part of students to them, discouraging the feeling of subjection which prevails under other systems. Students no longer feel that the instructor is an enemy but rather consider him a friend who tries to help them solve their own problems. In the final analysis it is a system which aids in adjusting the student to the democracy of which he is an integral part.

The court personnel consists of a judge, seven jurors, a summons clerk, a recording clerk, a sergeant-at-arms, and several attorneys, selected on the basis of ability and character. The judge and attorneys are taken from modern problems and speech classes, and the recording clerk from the typing and shorthand classes. The jurors are selected by the adviser from a jury panel prepared by the student council. The jury represents each of three classes in senior high school and includes both boys and girls.

To help these students carry out their duties intelligently and effectively, a mimeographed booklet has been prepared, outlining in detail the duties of officials, court rules and procedures, charges on which cases may be brought into court, penalties, and extra-curricular credit allotted for services. These regulations were developed slowly as various types of cases were brought into court. They now constitute a system which functions effectively.

•

The general procedure in connection with any session is as follows: All monitors turn over notices of offenders to the court's summons clerk, who in turn notifies these offenders when to appear in court. He also obtains their plea. For those who plead not guilty, he procures attorneys, who obtain the evidence and witnesses for the defendants. The summons clerk then posts all cases to appear in any court session on the court bulletin board at least one day prior to the date of trial. Such notices include the names

of all persons connected with the court. He also notifies all individuals of the time and place of the session, which is usually held at seven forty-five in the morning.

On the morning of the trial the sergeant-at-arms arranges the chairs properly for the session and provides paper for the recording clerk and a bell for the summons clerk. The summons clerk gives the judge a student's court record card bearing complete information on the case, whereupon the judge calls the court to order and orders roll call. Anyone who does not comply with the court summons is held on a contempt of court charge and is dealt with accordingly. The judge asks if there are any objections to the jury, the members of which may be replaced because of prejudice or because they are needed as witnesses. The charge, together with the penalties and the plea, is then read. If the plea is not guilty, the judge asks the plaintiff to take the stand and remain standing with right hand uplifted while he is being sworn in. The prosecuting attorney then requests his complainant to state the charge and asks such questions as may be necessary. Cross-examination by the defence counsel follows. After the cross-examination, witnesses for the prosecution are handled in the same manner. The judge next asks the defendant to take the stand, and the examination continues. To avoid waste of time by the attorneys there is a time limitation on each examination and cross-examination, which is enforced by the summons clerk. If any technicalities arise, the judge takes care of them in accordance with the rules which have been arranged specifically for such cases. After all clients and witnesses have been heard, each attorney gives a one-minute plea to the jury to sum up the case, the defence attorney speaking first.

A STUDENT ATTORNEY MAKES HIS PLEA TO THE JURY.

After a suggestion by the judge that only facts relevant to the issue be considered, the case is turned over to the jury, which votes either "guilty" or "not guilty." If a juror votes "guilty," he specifies the degree of penalty to be imposed by placing the number one, two, or three in the ballot. The chairman adds these numbers, divides the total by the number of jurors, and reports the result to the court as the penalty to be imposed; so no student found guilty can directly place the responsibility for his penalty on any single individual. Penalties are graduated according to the seriousness of the offence and according to the number of offences in the same semester.

If the accused is found guilty, the judge sentences the defendant immediately upon hearing the verdict. He also admonishes him and shows why it would be well to follow the rules of the school in the future. Any person found not guilty is cautioned by the judge to be more careful so that there may be no question as to his innocence. Each individual is then asked to affix his signature to a Court Record Card, which is kept on file in the adviser's room. The guilty student is turned over to the summons clerk and is instructed to report to the work committee of the monitor board at a later date.

If a plea of guilty is entered, the judge asks the defendant to take the stand and state his case to the jury. Additional remarks may be made by the plaintiff if he so wishes. This court appearance on the part of students who plead guilty is part of the punishment for breaking school rules. They regard such an appearance with more aversion than anything else they could be made to do.

Everything which is said in court is written down in shorthand by the recording clerk, and later is transcribed and filed as a record of court proceedings.

Monitors may bring charges against students, and students may also file charges against monitors for breaking the student hall rules and monitor board regulations. This tends to keep monitors from issuing slips without just cause and also encourages them to pay strict attention to their duties. Any student also has the privilege of filing a charge against any

other student for misconduct or for loss or mutilation of property. Any student found guilty of the latter two is turned over to the principal by the court.

Since the court system has been instituted a marked change in student conduct has been noted. Students now realize that no warning need be given by the monitor. They know that if innocent, such innocence can be proved in court. This court appearance, however, is the thing the students dread. Therefore, student behavior is as good as though the halls were under faculty supervision. Not only is the discipline in the halls excellent, but the number of offences is becoming less, despite the fact that monitors now need give no warning before issuing a slip. During a period of two months under the old system approximately fifty slips were issued; whereas during a period of two and one-half months only thirty-six cases were brought into court. It might also be well to mention that only four of these thirty-six were acquitted by the student jury. In the mind of the adviser, all decisions made by the jury thus far are just as they would have been made by the adviser on the basis of the facts presented. Many facts are brought out before students which would never be brought out before teachers. On the whole, the court system is regarded as a fair means of discipline by the students. In this lies its effectiveness and success.

What Makes a Great Teacher?

By ORLIE M. CLEM
Superintendent of Schools
Owego, New York

GREAT teachers have always given inspiration to their students. Christian Kold, the great Danish schoolmaster, once said: "If you will come to my school, I will wind you up so that you will never run down." At another time he said: "When I am inspired I can speak so that my hearers will remember my words beyond the grave." More humble yet no less effective were the words of Jesus, Plato, Socrates, and all the other great teachers. Cubberley's words have echoed far beyond room 55 in the sunny quadrangle at Stanford. The inspiration of his influence will never die. Great teachers have recognized the commonplaceness of most lives and have led their students to the Pierian springs of the mountain tops for inspiration. McMurry writes:—

> "The biggest lack among students is not ability but fire. It is a lack of flaming purposes. Accordingly, the leading test of my instruction for many years has been the extent to which I could get my students excited over educational ideas."

•

Great teachers have been reservoirs of morale. They have made vital to their students the Latin maxim, "They can because they think they can." Too often teachers have made their students think they cannot. The writer once had a teacher who began his course as follows:—

> "I want to tell you right now that last year seventy per cent. of the students in this class failed; I can see no reason to believe that you will do any better."

Great teachers have not taken their cue from such a teacher. On the contrary, they have taken their cue from such a leader as Napoleon. This man of destiny once said: "In war food, clothing, arms, and discipline are one-fourth; morale three-fourths." When he took charge of a discouraged and defeated army of Italy, he said:—

> "We are now going forward to the victory. We shall precipitate ourselves upon the enemy like a torrent. We shall win such glory that in years to come your friends will point to you and say: 'He belonged to the army of Italy.'"

Before the battle of the Pyramids, Napoleon said to his men:—

> "Fellow soldiers, you are now standing before the ruins of forty centuries; may you prove worthy of them."

•

After the battle he had the names of the slain carved on the great pyramid in order that they might share in its immortality. When Latour d'Auvergne lost his life while holding a bridge against a superior force, Napoleon ordered that at roll call, when Latour d'Auvergne's name was called, a sergeant should step forth from the ranks, salute, and respond: "Dead, sir, on the field of honor." Great teachers have taken their cue from Julius Caesar, whose immortal Tenth

Legion was based largely upon his confidence in them; from Stonewall Jackson, who in the second battle of Manassas commended one of his batteries at a critical moment: "That was handsomely done, handsomely done"; from Lee, who after Pickett's charge said to his men: "All this has been my fault, now you must help me out."

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Great teachers have recognized inspiration as a powerful factor in human achievement. They know that nothing except enthusiasm and inspiration can explain the cathedral at Chartres or Rheims, the sacrifice of David Livingstone, the leadership of Lincoln. Lincoln was different after the auction sale in New Orleans, Napoleon after Toulon, Caesar after crossing the Rubicon. The Samaritan woman was different after Jesus counseled her to look upward and not down. Sanderson's and Arnold's boys were never the same after they had lived with these great schoolmasters. Margaret Slattery tells the story of an artist who painted the picture of a man who had lost his moorings and was utterly discouraged. The artist brought the subject before the finished picture:—

> "For a long time he gazed in silence. The artist waited breathlessly to see if his masterpiece was a success or a failure. At last Mr. A spoke. 'He thinks I'm that,' he said. 'He sees that in me.' Then a pause. 'Am I that? Can I be that?' In a moment the artist stood beside him. Together they looked at the man on the canvas while the other asked again, 'Can I be that?' 'Yes,' said the artist, and it seemed the voice of the masterpiece. 'Then,' said Mr. A, gazing straight at it, 'I will go back. I will be that.' And he went from the studio with courage, hope and confidence in every step."

With this fifth article, Dr. Clem concludes his illuminating analysis of Great Teaching. This final paper deals with that most intangible, most potent and most lasting of realities—Inspiration.

We wish every teacher in America might read these articles. Back issues containing them may be ordered, while the supply lasts, at 20 cents each; the complete series for one dollar.

In the field of character and personality there is not a fixity of achievement in the potentialities of individuals. William James said:—

> "Some people need the protestant, some the catholic influence. Some need to be emotionalized; others brought to earth."

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Great teachers have realized the allegory in Hawthorne's "*Great Stone Face.*" "I was common clay," runs an old Persian proverb, "until roses were planted in me." Great teachers, while alive, guide their students along the sunlit trails. After death, "*Abraham Lincoln Walks at Midnight,*" and so do Jesus, and Socrates, and Rockne, and all the great host of schoolmasters, to see that all is well with their pupils. To a great teacher every child is a Little Boy Blue, who upon coming to school presents infinite possibilities for inspiration. The challenge of the tomorrow for each little Boy Blue presents a thrilling challenge to every teacher.

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The teacher of today should receive much inspiration from the Great Society of great teachers. From Jesus, who "placed a child in the midst"; from Socrates, whom Plato called the wisest, the justest, and the best man whom he had ever known; from Aristotle, to whom Alexander the Great claimed he owed more than to his father, Philip; from Pestalozzi, who said: "Above all, I want to be a schoolmaster"; from Arnold of Rugby, who lives in the lives of those whom he recreated; from G. H. Palmer, who was willing to be forgotten, but is not; from Archias whom Cicero remembered as standing over him in his earliest years and directing him in his studies; from Louis Agassiz, whom Henry Adams considered Harvard's best; from Eliphalet Nott, whose shade walks daily beneath his favorite elms at Union College; from Froebel, who upon discovering the vocation of teaching "felt as happy as the fish in water." Socrates teaches Plato, Plato teaches Aristotle, Aristotle teaches Alexander the Great. Apollonius instructs Caesar, Alcuin instructs Charlemagne. Washington learns at his mother's knee—and likewise, Lincoln in the firelight; Mark Hopkins teaches on his log. There is Abelard, Rousseau, Comenius, Harris, and Mann. What a Great Society. These teachers are not dead.

"Such souls forever live,
In boundless measure of the love they give."

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They are more powerful than when alive. Every day we pause to ask: "What would Jesus do? What would Plato think?" Our faith looks up to this "choir invisible" to guide our steps aright. We recognize ourselves as part and parcel of the great tradition emanating from the Academy, the Mount of Olives, and Mont Sainte Genevieve. This silent gallery fires our hearts and imaginations to be humble members of that great pedagogical Society.

REPRESENTATIVE SCHOOL SYSTEMS

Indianapolis

By PAUL C. STETSON

Superintendent of Schools, Indianapolis, Indiana

THE typical American family was found to reside in Indianapolis, according to a story a few years ago by a nationally read magazine. Owning their modest home, flanked with spiraea (and Abe Martin said four out of five had it), blessed with two children and a dog, this typical American family sent their typical children to what we believe are typical American schools.

Here at the "Crossroads of America" the citizens are proud of their schools. They take pride in their homes, approximately forty per cent. of which are owned by the people who live in them. Real estate dealers, advertising homes for sale, frequently say: "Located near good school."

The close relationship between home and school is evidenced by the facts that practically every school in the city has an active parent-teacher association, and more than 73,000 adults visited the public schools during American Education Week last year.

Local Institutions

In Indianapolis the belief is strong that the public schools should be supported and controlled by the community; that the schools are local institutions to which local citizens have obligations. The question of "academic freedom" has not been raised in this city. We go along a middle course, trying to do a good job of educating children in the fundamental processes of learning, and in giving them proper social attitudes toward life, by making our schools "child centred."

It is our contention that it is emphatically not the function of the public schools—nor of the private and parochial for that matter—to indoctrinate pupils with ideas favorable to some particular type of government other than the one we now have.

Schools Conservative

This is not to say that the schools must prepare for a static society or lull into false security the coming generation. Dr. Briggs put it this way: "A paramount responsibility of the public schools is to arouse in youth an interest in the issues that concern public welfare." These issues may be the preservation of American ideals we have found essential, or adaptation to inevitable changes in mores, or the preparation of certain alterations in the prevailing social and economic philosophies, or all three of them.

Those who would have the American public schools lead a social revolution and would have them so train their pupils that they in turn would more or less violently remake the world, have overlooked one of the distinguishing characteristics of our schools. This is the freedom of choice of its graduates in the fields of politics, economics, and social attitudes.

The social theory he espouses; the political party he joins; the economic will-o'-the-wisps he may chase are matters of individual determination for each student.

Impatience with our social pattern should not lead those who believe in the American public schools to the erroneous conclusion that it can be remade over night. We have reached our present standard of intellectual, cultural, and economic life after a slow and laborious upward climb. One suspects that we will advance permanently only in the same way.

Meeting Individual Needs

Meeting individual needs of pupils is the outstanding theme upon which the Indianapolis schools have made the greatest progress in the past five years. For example, the unit plan of instruction is now in use in grades 1 through 8. This theme finds expression also in ability grouping and in the special classes for mentally retarded children, classes for pupils with poor vision or defective hearing, hospital teaching, the Theodore Potter fresh air school, and our latest achievement in special education, the new James E. Roberts school for physically handicapped children.

The Physically Handicapped

The new James E. Roberts School is unique in Indianapolis. It was made possible largely by gifts of the late James E. Roberts and his widow, Mrs. Henrietta West Roberts, now deceased, and it carries an endowment fund. The community has taken a special interest in the new school, and many organizations have contributed gifts of furniture and equipment for the school's special rooms for hydrotherapy, physiotherapy, occupational therapy and other special training. Among

organizations contributing were the Gyro Club, Rotary Club, Universal Club, Kiwanis Club, Lions Club, Murat Temple, the Tri Kappa Sorority, a landscaping company, and the architects of the building.

Modernistic in design, and using large areas of glass for sunlight, the new building is complete in every detail, being equipped with an elevator, a ramp, handrails in classrooms and corridors, sun decks, a large basement play room, and other special features. Beautifully decorated interiors with appropriate murals, venetian blinds and color schemes suitable for individual rooms make the building one of the most attractive school homes in the country.

Special Education and Social Service

Among other activities of the department of social service and special education is the work in the conservation of hearing. In co-operation with the Indianapolis League for the Hard of Hearing and the physicians of the city, the public schools are carrying on a definite program in this field. Since February, 1935, 15,011 school children have been tested with the 4A Audiometer. Medical examinations recommended after such testing have resulted in treatment or surgery which has corrected the difficulties. Where such measures are not effective, lip reading instruction has been the medium through which boys and girls are enabled to participate more normally and happily in a hearing world.

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In order to promote the efficiency of the school visitors, the School City this year has engaged the services of two experts—a psychologist and a psychiatrist — as consultants. From them the social service workers will seek advice when they encounter cases in which special help is needed for problem children. It is hoped that tendencies toward incorrigibility may be discovered and corrected before it is too late.

PAUL C. STETSON

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Indianapolis is fortunate in having the co-operation of very able surgeons and physicians. The attitude of the citizens generally is acceptable to the educational principle that individual children should have individual attention. For the past six years the schools have been moving forward in a program to modernize the curriculum, and efforts in this direction have met the warm approval of the public, particularly of such groups as the local chapter of the American Association of University Women.

Revision of Courses of Study

Beginning in the midst of the depression when salaries were curtailed and the economic outlook was dark, some three hundred teachers working in committees made an attack upon the problem of revising the courses of study.

When the revision of the courses of study was started in 1930, it was begun in the junior high school. The revision is continuing in both directions, so that all the courses in both elementary and senior high schools will be modernized.

Our Plan of Junior High Schools

It was thought that separate buildings for junior high schools, although desirable, were not necessary. This resulted in the "Indianapolis plan" of junior high schools, whereby the pupils are given the benefit of junior high school teaching procedures and courses, without being compelled to face traffic hazards by journeying to centralized schools.

Senior High Schools

The high school program of studies not only prepares students for college entrance and offers general cultural courses, but also gives opportunity for specialization in vocational fields. While all the high schools offer vocational training to a limited extent, such as training for commercial work, manual training, and so forth, the greatest emphasis upon vocational work is at the Arsenal Technical Schools.

Following the theme of meeting individual needs of pupils, the Arsenal Technical Schools are a unique organization. With a student body of more than 7,000, a faculty of approximately 275, a campus of 76 acres upon which are located eleven major buildings, the institution is more like a metropolitan university than a city high school.

Fourteen separate and distinct vocational courses are offered. Instruction is given in not only all the usual crafts such as machine shop, forging, foundry, pattern making, welding, auto mechanics, and electricity, but also in plumbing, concrete work, agriculture, millinery, commercial art, fine arts, stage craft, linotype operation, aviation ground mechanics, radio and numerous other special subjects. The school has its own campus radio system, built and installed by pupils and teachers.

The city's 18,800 high school students are served by six schools, five of which are for white students; one is for colored students. They are: Shortridge, Emmerich Manual Training, Arsenal Technical High School, George Washington, Broad Ripple, and Crispus Attucks (colored). More than one-tenth of the high school students of the state are enrolled in Indianapolis. In common with most other cities, high school enrollment has increased greatly in the past decade, the figures showing more than a thirty-three per cent. increase in the past five years. However, a steady growth is shown by the fact that the high school enrollment has practically doubled every ten years since 1873.

The Board of School Commissioners is now endeavoring to raise funds by direct taxation for the erection of a new high school and to build additions to four others.

Elementary Schools

Approximately 44,000 children are enrolled in the elementary schools, making a total school enrollment of 62,800, which is more than one-sixth of the city's population. There are eighty-seven elementary schools. A modernization program is now under way to eliminate wooden portable buildings which have been utilized in the past decade. The number of children housed in portables has been greatly reduced in the past five years.

Statistics

The physical property of the School City is valued at approximately $21,000,000. The annual budget is approximately $7,000,000. The teaching staff numbers about 2,000. There are about 300 janitors and custodians who are regarded as an essential part of the school personnel. They are employed on a merit basis. The library system employs a staff of 140 librarians and clerks.

Public Library and Agencies

An unusual feature in Indianapolis is that the city's public library system is financed by funds from the public school budget. This means that in comparing school costs with other cities, Indianapolis is at a disadvantage. In spite of this fact, the per capita costs in this city have been at or below the median for cities of the 300,000 population class for many years.

Seven and eight-tenths per cent. of the per capita cost, amounting to $7.04, is expended for co-ordinate activities and auxiliary agencies. This is the largest per capita amount spent by any city above 100,000 in population, according to the Office of Education survey. Seventy per cent. of this item goes to the public library system.

Indianapolis ranks third among cities of 200,000 or more in per capita circulation of books from the public library, according to the American Library Association. The city averages nine books a person taken from the library for home use each year. The circulation of books has increased more than 56 per cent. since 1927.

Other auxiliary agencies include the Children's Museum, the Indianapolis Free Kindergarten Society, and the John Herron Art Association, which maintains the Herron Art Institute. These institutions are not operated under the administration of the School City, but the school board is required by law to levy funds for them.

The Children's Museum was the third such institution in the United States. It contains thirty-five rooms of exhibit material, including about 40,000 articles. The museum maintains an extensive lending department for the schools, providing one hundred portable exhibit cases which are in constant circulation. In addition there are thousands of mounted prints, slides, photographs, and hand-drawn charts.

The Art Association awards one or two scholarships to each elementary school for each semester. Pupils with special ability in art are given the opportunity of attending Saturday classes in drawing or painting at the institute.

Rental of Textbooks

The textbook rental plan, inaugurated two years ago in junior high schools and extended this year to grade three, is in use in grades three through eight. A flat fee of seventy-five cents a child each semester is charged. It is estimated that the plan saves parents of elementary school children $75,000 annually over the old plan of purchasing the books.

Under the rental plan, all of the books usually purchased by pupils are provided by the School City. Handwriting manuals and paints are furnished in grades 3 to 6, and science workbooks and arithmetic pads are included for grades 7 and 8. Advantages of the plan include economy to the parent; convenience for the pupils; availability of a greater variety of books and supplementary references; distribution of the cost to parents equally by semesters; and the fact that the books are ready for the pupils on the opening day of the school term.

Teaching Staff

The teachers of the Indianapolis schools are carefully selected and must have high qualifications and experience. It is significant that the average high school teacher in Indianapolis has had more than five years of training beyond the high school.

The selection and retention of members of the teaching

staff solely on the basis of merit has been particularly emphasized by members of Indianapolis boards of school commissioners since 1930.

Non-Partisan School Board

Indianapolis is fortunate in having a non-partisan Board of School Commissioners, chosen by the voters in general election and sponsored by a Citizens School Committee. Through the work of this committee, only citizens of high integrity and unimpeachable motives are nominated for office. The board members, serving without any remuneration, have during the past six years maintained a high standard of unselfish service and devotion to the cause of education in Indianapolis. It is through their self-sacrifice and attention to details that the Indianapolis schools are serving the community so well.

It has been proved in this city that when the people want good schools, efficiently operated and free from nepotism and partisan politics, they can have them.

Public Relations

The School Commissioners consider it an obligation to keep the public informed about the activities and needs of the public schools. To aid in fulfilling this obligation, they established in 1931 a department of publications. The department serves as a clearing house for information of all sorts concerning activities of the ninety-three schools. The director meets representatives of the press daily and assists them in obtaining reports, public addresses and interviews, and offers suggestions for feature articles. Besides copies of reports and addresses, abstracts in news story form are also provided. In addition to the dailies, about fifteen neighborhood weekly papers are sent material from the school office.

Supervision of some forty-five elementary and six high school newspapers is a function of the department. Professional advice and technical assistance are given by the director to school publication sponsors. The school newspapers, however, are made pupil projects as largely as possible.

PUPILS MAKE THEIR OWN BOOK NOOK
One of the activities at James Whitcomb Riley School, No. 43

Three radio programs are broadcast each week over local radio stations. Two of the programs are designed to provide by radio special educational aids which are correlated with the courses of study in the elementary schools. These are broadcast during school hours. In addition to the curriculum programs, the department broadcasts also a third program each week aimed to interpret the schools to the public by giving information about innovations in educational procedures and by presenting interesting news items about school activities.

Safety Education

The director of publications is in charge of the work of safety education. He is chairman of the Indianapolis Safety Education Council which exercises general supervision over the school boy safety patrols of public, parochial, and private schools. Under the auspices of the Council, courses of study in safety have been organized for the first, second, and third years of high school. Plans are under way for the developing of a course in good driving for high school seniors.

In conducting the safety campaign, as in other activities in which the public and the schools must work together closely, the School City has had excellent co-operation among various organizations, such as the parent-teacher associations, the city police department, the Hoosier Motor Club, the American Legion, the Indianapolis Free Kindergarten Society, and many other fraternal, civic, and social organizations.

"An Open Book"

The cordial and friendly relationships among the schools, the press, and the public are well evidenced by the following statement in an editorial of *The Indianapolis News*, relative to American Education Week and visiting in the schools:—

> "What the educators in charge would like to have the public feel is that the school system is an open book, and there will be disappointment if the book is not inspected."

I Wish My Teachers All Were . . . .

Patient, Persistent, Thorough

By IRL H. DULEBOHN

I WISH my teachers all would be more patient. To my mind patience is one of the crowning virtues of a successful teacher. I am not thinking now of patience in dealing with evil doers although that also is essential. Of that perhaps more later. Just now I am thinking of patience in awaiting the permanent results of teaching. For example:—

I have just returned the results of a test I have given. It showed deficiencies.

"Oh, dear," sighs the teacher, "I taught that only last week, and now they don't know it. What *is* the matter? Am I a complete failure or are these children unusually dumb? I wish you'd tell me."

"Neither," I reply. "You are not a failure, and your pupils are not unusually dense. You forget the matter of forgetting, that is all. Rome wasn't built in a day. Children are not taught in a single teaching. You must be more patient."

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If only teachers would learn to look upon teaching not as a process of imparting knowledge as one pours water into a cistern, but as a process of nurturing growth as one cultivates a tender plant, there would be, I believe, fewer "Now-remember-that's" hurled at unoffending pupils, fewer hours of bitter self-accusation on the part of teachers in the period between bedtime and sleep, and there would be better teaching. For teaching is not a process of pouring in. It is not a process of writing facts upon a blank page, as it was once thought to be. It is a process of establishing new connections, new channels of communication through a nervous system which is already a maze of intricacies. Time is required for even the most skillful engineers to build roads through swamp and tangled woodland. It takes time also for even the most skillful teacher to establish new lines of communication, new connections, new relationships in the nervous systems of her pupils. No matter how great her skill or how forceful her presentation, time is required and teachers must be patient. Teachers must not forget the matter of forgetting.

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And along with patience, there is also the matter of persistence. I wish my teachers all were more persistent.

It is the same situation, the same complaint. "I taught that only a week ago, and now they don't know it. What's wrong? What shall I do?"

"Well," I reply, "along with lacking patience to await results you also lack persistence. The Allies won the war not by one glorious drive as they had hoped to do, but by the slower process of attrition. The important element in attrition is persistence. You must win your war—you must overcome the resistance in the nervous systems of your pupils by the same methods. You are concerned with wearing new paths, cutting new channels, growing new connections in the nervous systems of your pupils. These paths are not made, these channels are not blasted out by one tremendous burst of eloquence or energy on your part. It is only after these paths, these channels are worn smooth by repeated passing and repassing of the same idea that the thought flows freely. You must be persistent. If at first they don't stay taught, teach, teach again. That is the motto for you."

Textbook writers have long since recognized the necessity of persistence. In spelling texts we find the spelling demons repeated on succeeding pages. The authors know that one presentation is not enough. Arithmetic tests call each process into use at regular intervals after its initial presentation. Teachers must know patience and learn the value of persistence if they would approach success. They must not despise the value of these essential qualities. Nature knows them and values them. The Grand Canyon was not formed in a day, as it is rumored, by a Scotchman digging for a lost nickel. The patient persistence of water working through the ages overcame the hardest rock and gave us this wonder at which we gasp. Patience and persistence applied to the plastic mind of a child will work equal wonders. A pumpkin, it is true, will mature in a few weeks, but it is only a pumpkin and subject to early decay. An oak tree requires more time, more patience, more persistence. But in the end we have an oak tree which will endure, and of which we and Nature herself may well be proud.

I wish my teachers all were more persistent.

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And I wish my teachers all would be more thorough. Along with patience to give pupils time really to learn—along with the

persistence to keep them at tasks until they do learn—if only teachers would not be content until they are sure in their own hearts that each and every pupil has done his best and accomplished his maximum—then, it seems to me the educational millennium would surely be here.

Again the same scene. I have given the class a spelling test, and am returning the papers. The class median is ninety-five per cent., although there are several low scores.

"Did pretty well, didn't they?" says the teacher. "We don't often go over ninety-five."

"Yes," I agreed, "they did well. The median for the system is only ninety-two. Your class is well above that." The teacher glows with a self-satisfaction I dislike to puncture. Nevertheless:

"But what about those low marks?" I inquire. "What are you going to do with those pupils who brought your median down to ninety-five?"

"Well," she remarks, with an aren't-you-ever-satisfied expression. "I don't know. They just can't spell as well as the others. I don't know what to do about them. I've taught them the same as I did the others and they just didn't get it. I don't know what else I can do. You can't expect everyone to be perfect."

"Not in all things, of course," I reply, "but in as simple a process as the teaching of spelling it seems to me that you shouldn't be content to give up so easily. Remember, you're letting them go through life handicapped with the hampering habit of poor spelling. After all, there aren't many children who really can't learn to spell. Don't give up so easily. Go after these pupils again."

"But where will I get the time? And what shall I do with the others while——"

"Never mind the others. They can spell. Let them do something else that's useful. Concentrate on the poor ones. It's the sheep that are lost that the shepherd goes after, not the ones that are safe. Put your spelling on a contract basis. Let the good spellers help the poor ones. Use your ingenuity. Do anything in reason only don't give up until you've done a thorough job. That's what I'm trying to say."

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Yes, I wish my teachers all would be more thorough. Lack of thoroughness is, in my opinion, an unfortunate state of mind. I do not believe it is dependent to any great extent on the pupils, the room, the weather, or other environmental influence. Pupils have, I have noticed, a way of doing just about what is expected of them. If the teacher's standards are low they relax easily and gladly, so as not to exceed those standards. If her standards are high they meet them, that is, if they like her and other conditions are right. I wish my teachers all would be more thorough.

Planks in My Platform

By RUSSELL V. BURKHARD
Principal, Frank A. Day Junior High School
Newtonville, Massachusetts

WITH the open season on for airing party platforms the writer takes this opportunity to bring a couple of his pet planks out in the sunshine. So here goes.

Whereas and wherefore a really good teacher is a thing of joy to behold and whereas such a personage is apt to be one of the community's best assets, let it therefore be urged that all of the best judgment possible be put into the choice of such a keynoter.

Some day soon to come the public will realize that a teacher be he in the elementary or secondary levels has access to the same salary maximums. Time was when anyone with a high school diploma and a yen for a job could apply for elementary school teaching. But the inevitable leverage of supply and demand now can afford to work in favor of the well-trained candidate. Administrators are seeking the teacher who has learned the technics of seeing the child, his personality, his social responsibilities first and the subject matter later as a real felt need. Obviously, the able teacher of the first few grades has the real opportunity of making or breaking a child's school career. He should have the salary dignity of his colleagues in the secondary levels for training acquired and services rendered.

Over a period of years my experience in securing a desirable teacher for public secondary school work has led me to reduce my desires from many to but four items.

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The first is personality. I want to know if the candidate has that dynamic something which I can't define, but which is so evident in the classroom that pupils and teacher really enjoy doing a good thorough piece of work. This same per-

sonality establishes such a bond of firmness, friendliness and respect that boys and girls go cheerfully at their job without expecting new subject dishes to be served up continually in silver platters.

The second item is a good general background. To many youngsters the teacher is the sole arbiter and interpreter of life. Obviously, one cannot fulfill this responsibility unless one has had some opportunity to know life values. The teacher should certainly enjoy the usual freedom accorded any citizen. He should have the broadening influences of community responsibilities, as much travel experience as his budget will permit, the benefits of hobbies be they in the form of golf, swimming, collecting, movies, skiing or what have you.

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Item the third is specific subject knowledge. If the needs are for algebra, for language, for general shop, I hardly will expect that the candidate will arrive ready for work without the ability to drape the specialized subject material about his pupils, according to their individual capacities. This, of course, pre-supposes that the teacher is well up to date in his particular field, knows the worthwhile teaching materials and trends.

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The last point on which I'd want to check would be the item of the candidate's ability to live with the adults of the school world. This involves his attitude toward constructive administrative criticism, how he works with his staff members, how he meets parents.

I have come to the point where I'd scrap the other items in my once long list of desirable teacher traits. To be sure, I'd try to measure my candidate's rating on these four by observing him under real classroom conditions. I've seen some fine looking men or women turn out to be real liabilities within the four walls of a classroom and under the exposure of thirty-five show-me junior-senior high school pupils. The insignificant looking personality with lots of stuff on the ball can put it across, but more often than not it has to be to the accompaniment of modish good taste in dress, courtesy and real experience, the kind that comes with day in day out contacts on the firing line with youth.

If what I observe in visiting and what I learn in talking with others shows a high degree of skill in my four points, then I'm interested in the candidate. In visiting, so much of value can be obtained by sitting in the rear at one of the pupil's desks. Here one gets the student's viewpoint more closely. Each boy or girl is seen re-acting as an individual. If a stir occurs over one's arrival, it is suggested that one let it subside into the normal gait before really drawing any mental conclusions. If the teacher has set the scene for an exhibit, it will soon be too evident. Youngsters are keen. Too soon they outguess the instructor if things are staged. So I advise that sufficient time be given to classroom observation. If there is a pleading look in your candidate's eye, steel yourself. The weak candidate is a questionable risk. He is hard to remove. There is always someone or some group to champion his cause more from the sentimental or political angle than from the service delivered, and then it is the youngsters who pay.

Hearsay, say so, recommendations are all very well in their place, but the real weather gauge is the opportunity to see a candidate's worthwhileness in the classroom. In this respect even the most astute observer can be fooled.

In the fortunate event that the candidate has proved his ability, then I hasten to remind myself that my duty is far from dispatched. I must show my professional respect by placing him in line for just as much growth and responsibility as possible. If his success attracts others to bid for his service, it is my obligation and should be my pleasure to pass him along with all the help I can. While he remains on the staff, he is distinctly a co-worker of mine.

And now whereas I have tried to emphasize that personality in a teacher is so essential I am inquiring into my mind as to why that isn't quite the elusive thing for the teacher to seek in the child.

So often we hear some version of this remark: "So and So has just the right personality for the job." Rarely do we meet the fellow who says: "How good is So and So on quadratics or irregular verbs?" Fact is that some teachers become so immersed in the subject material that personality development is apt to get by them. The really good instructor will recognize that emotions govern much of our conduct. It is a slight twist from emotions to personality—hence the classroom effort on the control and direction of children in this field may be and probably is of greatest import.

To polish off, I mention again my three planks: Equal pay for all teachers whose training and experience meet certain schedules regardless of grades taught. Extreme care in choice of teachers, using first-hand classroom observation, and seeking but four points with personality as one of the up front items. More attention on the teacher's part to directing child's emotions and developing his personality. Happy elections!

The School and The Ballot

By BELMONT FARLEY

"I TELL you what this country needs is something to use for money." The speaker brought his fist down on the table with such emphasis that the pewter rattled. The stocky individual who had just drawn his cloak tightly over the frayed buttonholes of his waistcoat dropped his riding whip and slumped into a chair near the fireplace.

"*Sound* money," you mean. "Why, there's a saddlebag of Continentals hangin' on the rafters of every farmhouse from King's Mountain to Ticonderoga, and you couldn't buy a candlemold with the whole of 'em. It's been eleven years since a hatful of them pasteboards'd buy your way across a Susquehanna ferry."

"Other countries have got good paper money. We can have it, too. It's tradin' with the British 'as lost us our hard money. They want to get their shillings back. Give us an embargo, I say, on British goods. Trade at home or pay only in paper. In Rhode Island they did it . . ."

"And are paying through the nose. Now if Congress will pass the Coinage Bill . . ."

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This conversation took place in 1791. Place, Red Lion Tavern, York County, Pennsylvania. The new nation was all astir over the questions of sound money, powers of the federal government and state rights. Such a conversation could have been duplicated at some length in nearly every tavern and ordinary in the thirteen colonies just brought into "a more perfect union" by the adoption of a Constitution replacing the Articles of Confederation which had proved "a rope of sand."

In the new nation the discussion of politics by the average citizen had acquired a new dignity, and was inspired by new purpose. Every citizen's opinion, whether it was informed or uninformed, counted —counted at least one at the ballot box.

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In the minds of our early leaders the relationship of an educated citizenry to democracy was sharp and clear:—

"A popular government without popular information, or the means of acquiring it, is but a prologue to a farce or a tragedy, or perhaps both," said James Madison. George Washington was just as insistent upon universal education as a basis of self rule: "Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

The common people of the early days were no less cognizant of the need of education than were their leaders. Tavern keepers of the 1790's were compelled to display on their walls placards begging, "Those who are learning to read, please use last month's newspapers." The traveler as well as the newspaper was a source of information, and the arrival of either at tavern or manor was the occasion for discussion of political, economic, and social issues. Every public meeting called forth oratory. Not since the days of Greece and Rome had rhetoric been of so much importance in the lives of public men.

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The educational opportunities of tavern, town meeting and marketplace were as meagre as they were eagerly seized by a freedom-loving people. Leaders soon saw that knowledge of government based upon gossip and intermittent news, even if reliable, was a poor foundation for intelligent voting or any other duty of citizenship. Thomas Jefferson, who is credited with the authorship of the clause in the Northwest Ordinance of 1787 that "schools and the means of education shall forever be encouraged," asserted that "Our liberty can never be safe but in the hands of the people themselves, and that, too, of the people with a certain degree of instruction. This is the business of the state and on a general plan."

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But it was not until 1837 that a state school system was a going concern, the year that Horace Mann became secretary of the Board of Education in Massachusetts. This and the other state school systems that soon followed it have profoundly influenced the decisions made by American ballot.

To begin with, our schools have made our people one. They have been the principal unifying factor in national life. We have no state church, no strongly centralized government, no dictator, not even unity of blood or language to pledge us to a common cause. No consciousness of a distant past, no ancient traditions or century-seasoned folkways bind us to common purposes as old-world nations are bound. Our nation mingles blood and traditions and ideals of conduct of every race and clime.

But in city, town, and hamlet, dotting the open prairie and rugged mountainside, are schools

—institutions alike familiar to crowded metropolis and isolated ranch. It is these schools which have blended age-old contrary cultures into the harmonious ideals of a new world. It is these schools which have been the "melting pot" of America. In these schools our young people have been inspired with devotion to the flag. In these schools American youth have acquired knowledge of and respect for law and the Constitution, admiration for our great national heroes, and a knowledge of the nation's struggles for freedom and self-rule.

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The student of history and geography, of economics and government and sociology knows where he stands in the world, in time and place and civilization. One who sees only the final ten minutes of a motion picture feature may be entertained and interested, but will scarcely understand what he sees. To understand, he must know what has gone before.

Familiarity with current events is essential to every aspect of active citizenship, but the citizen whose knowledge is limited to what is going on today is as confused as the man who saw only the close of the play. Intelligent appraisal waits upon a knowledge of how the play began, what characters took part, and what forces are at work. Organized education is the most effective type of preparation for the ballot because only through sustained study may one trace the evolution of our most highly prized institutions and appreciate what the lack of them may mean in terms of human misery and injustice. Only through a survey of the past may one see how government has been adapted to the changing needs and aspirations of men.

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The present sees some of the most pretentious attempts ever made to adjust the regulations of government to human need. Some of these changes are frankly experimental and transitory, made to remedy what are thought to be temporary economic evils. Other changes comprehend, perhaps, new viewpoints in the theory of government, and are fundamental in character. We are in the midst of a bitter political struggle to determine whether such changes shall endure. In this warfare the strongest possible pressure is being brought to bear by both sides upon individuals and institutions that may lend strength to the fight.

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The schools are not free from these pressures. There are strong groups that would use these institutions, if they could, to further their own interests. The insistence with which some of these groups are at work is a threat to the long-established independent nature of education. Teachers and administrators are quick to assert the right of the schools to be free from the domination of those who have a special axe to grind. Any surrender of such freedom makes education the tool of a special class.

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The school has now lost all character of a democratic institution in certain European countries where the young people are indoctrinated with the philosophy of the prevailing political leadership, and are used in every way possible to advance the ends of those who are for the time in power. Madison and Jefferson and Washington and the other advocates of free schools as a foundation for self-government based upon the ability of the people to govern, intended that the schools should serve all the people—not merely the whim or selfish interests of a privileged class. It is a well-accepted principle in education that the teachers themselves should not take advantage of their position to influence students to believe as they do in politics or religion or in any other field of knowledge in which opinion plays a large part. In a free country the schools must be free.

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The present political conflicts will not be ended by a single election. After the story of victory and defeat is told in November, the storms of controversy will begin again to gather, assuming the proportion of a whirlwind four years hence. The great American game of propaganda, of appeal to prejudice, to race and class hatred, to precedent and tradition, to the dreams of Utopia, will be made all over again.

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Political campaigns come and go; the schools go on forever. Campaigns are characterized by swift crystallization of public opinion in the heat of prejudice and passion. A fundamental characteristic of democratic education is and will be a calm and unbiased study of how and why things have succeeded or failed, and what forces are at work in the present, as the student prepares himself for a future which is certain to be just as full of unsolved problems as the past. The school must, therefore, be kept free today, tomorrow and forever from pledges to impose the prejudices of the moment upon the solution of long-time problems. To prove that these problems, like the poor, are always with us, sit down today in a Pullman smoker, and say to the man beside you: "What this country needs is something to use for money." The resulting conversation will be a lot like the one which took place in 1791 at the Red Lion Tavern, York County, Pennsylvania, with which our story began.

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Hints on Discipline

By W. O. FORMAN

Principal, Junior High School
Morgantown, West Virginia

The wise teacher will:—

(a) Plan and organize carefully each day's activities—keep pupils busy—induce or arouse pupils to want to work.
(b) Build up a good school spirit.
(c) Maintain a proper personal attitude.
(d) Seek to establish in the pupils the habits of courtesy, tact, politeness, and consideration of others.
(e) Show commendation and approval frequently.
(f) Develop and cultivate the *will to control.*
(g) Maintain an attitude of eternal vigilance, alertness, dignity, and patience.

PUNISHMENTS

(a) An effective form of punishment is to have the offender write a short paper on "Why I should not whisper, cheat, loaf," or "What I should do about my offence."
(b) The use of threats is a most undesirable habit, which tends to grow.
(c) As a rule it is a poor policy to assign additional school work as a punishment; also to reduce marks earned by good work.
(d) Never punish the group for the misconduct of an individual.
(e) The use of ridicule, sarcasm, or irony in class against an individual of that class indicates poor judgment.
(f) Teachers should not retain pupils after dismissal longer than one hour. The teacher should stay in the room and, as a rule, have definite constructive work done.

Sentimentality, hysteria, blind rage, or drastic punishment will not cure youthful delinquency. It cannot be checked by the threats of future prison walls.

Youth needs sympathy, profound understanding, skillful guidance and training, and all the resources of modern science during this critical period of growth and infinitely difficult problems of adjustment.

Do You Hate History?

By JAMES NEWELL EMERY
Principal of Potter School
Pawtucket, Rhode Island

If you do—the reason probably lies within your power to remedy. The author's hints should help.

BACK in the days when the writer of this article was just beginning his work as superintendent of schools in a union of rural districts, his duties led him one morning to drop in upon a small country school, where the teacher, a young girl just out of training school, was laboriously struggling with her conception of teaching American history. With painful exactness she confined her efforts to the printed list of questions in the text. "What is said about the Mayflower? What is said about John Cabot? What was the date of Coronado's expedition? What does the book say about Americus Vespucius?"

At the close of a perfunctory recitation which bored the young superintendent and the little group of pupils in almost equal degrees, she turned to me and with an ingratiating smile asked: "Don't you just hate to teach history? I do."

Had the superintendent been more experienced than he was at that time, instead of the noncommittal answer that he gave, he should have told that young and untrained teacher a few things. Severity would have been kindness. His answer should have been something like this.

"No, indeed, I do not hate to teach history. The reason you hate it is that you haven't the faintest idea how to teach it. You don't know the subject you are teaching, and for that very reason it bores you. When you really master your subject, when it means something to you besides a string of dates and events to be learned parrot-fashion, as a mere memory exercise, then you will enjoy leading your pupils along the vivid trail of what has gone before us."

In the years that followed, the writer has never ceased to ask himself and his teachers the questions, "Why *do* we teach history? How ought we to teach it? Is it going to open a door to knowledge, culture, appreciation, or is it just another subject to be crammed into a child's reluctant brain?"

Some years later, in an effort to clear up unsatisfactory conditions in a large city school, the writer made some detailed inquiries of a group of fifth and sixth grade teachers in this subject. There were almost as many ways of teaching the subject as there were teachers and classrooms.

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The purpose of history is something more than mere loading the mind with a string of facts in chronological succession. The purpose of elementary history should be to induce the pupils to think for themselves; to get some idea of cause and effect; to draw lessons from the lives of great men and women, and the obstacles they surmounted; and to live over in imagination the stirring days when history was in the making.

These purposes are not served, in fact they are defeated by the requirement that pupils shall learn word for word the fragmentary comment of some text-book writer. If it is desirable to train the memory, there are thousands of things of infinitely more value than such bald statements as:—

> "In 1630 many Puritans left England and settled the towns of Boston, Salem, Charlestown, and others near.
>
> "This Puritan colony was called the Massachusetts Bay colony. It grew very rapidly."

To induce the pupil to grasp the essential facts of history or geography and to retell them in his own words are not easy things to do. It is far easier to have him learn verbatim the words of the textbook, whether he know what it is all about or not. Yet the first, with all its difficulties, is *teaching*. There is no word too harsh to be applied to the latter method of procedure.

In the matter of dates, there are a few important ones, milestones, so to speak, by which the pupils may estimate relatively about when an event occurred. I would select for fifth grades something like the following list:—

1000. Supposed discovery of America by the Northmen.
1492. Discovery of America by Columbus.
1497. Discovery of North America by John Cabot.
1565 Settlement of St. Augustine (first permanent settlement in the United States).
1607. Settlement at Jamestown, Virginia.
1620. Settlement of the Pilgrims at Plymouth.
.... Settlement or founding of the local state or colony.
1776. Declaration of Independence.

1787. Adoption of the United States Constitution.
1849. Discovery of gold in California, leading up to the winning of the West.
1861-65. American Civil War.
1914-1918. The World War.

Scores of other dates *might* be learned—but the time could be spent to infinitely better advantage.

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In the majority of school systems now, the sixth grade is devoted to a brief summary of world history and the European background. The writer shudders at the opportunity that would be afforded the date-teaching martinet with the entire history of the world available for her to force this memorizing of figures upon her pupils.

"What would you do, if you were teaching history?" The teacher to whom I referred at the start of this discussion might well ask her superintendent this question. It would be a fair one.

The first answer to that girl would be, to find out for herself as much about the subject as she could. To get, and read, all the books available on that subject. You can't teach a subject unless you are prepared yourself. It is the most unsafe thing in the world to trust to your general knowledge to pull you through. To teach a thing you must know it yourself. The teacher who keeps barely one step ahead of her pupils is doing only makeshift work, and is on the most dangerous of ground.

The teaching of content-subjects is the acid test of a teacher's ability. As a supervisor, I am not as much concerned with a teacher's handling of the form-subjects like spelling and arithmetic as I am with the content-subjects. There is not much variation from the accepted formulae of fractions, percentage or decimals. A word is spelled either rightly or wrongly. But when it comes to a content-subject, no two persons will handle it in the same fashion. The teaching will be colored by the teacher's own experiences, by what she doesn't know or does know about the subject under discussion by her class.

The purpose of history, geography, too, is to teach boys and girls to learn to *think*. Too often we spend a vast amount of time on locational lists or dates, or memorizing text and summaries. No surer way in the world could be devised to kill any incipient thinking. There is no more successful way of blighting any interest that the pupil might have in searching out for himself and doing extra reading on his own account about the lives of the great men, the picturesque characters of history—Marco Polo, Leif the Lucky, Columbus, Sir Walter Raleigh, George Washington, Abraham Lincoln.

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We select certain characters in history because of the obstacles they were called upon to face, and the way they surmounted them. Persistence, victory, sometimes defeat, even, against almost impossible odds. In every event there was the conflict—and where is any story worth the telling unless the elements of obstacles, opposition, conflict, enter into it?

The lives of these men were filled with exciting adventure. What child does not thrill at Daniel Boone's capture by the Indians, and his quick-witted escape by dashing a handful of pepper in the warriors' faces? What boy is not carried out of the prosaic humdrum of everyday life by the declaration of the conqueror of Vincennes? "It can't be done—but by the Eternal, we're going to do it!" Those lonely hours of suffering at Valley Forge—the sneers and scoffing at Fulton's attempt to

WINSTON FLASHES

THEME of American Education Week, November 9-15, is "Our American Schools at Work." 6,000,000 citizens visited the schools during the Week last year. Education is rightly termed "America's greatest business" — 1 of every 4 persons is enrolled in school.

WHY *two* series of arithmetics? Winston publishes THE NEW TRIANGLE ARITHMETICS and THE NEW CURRICULUM ARITHMETICS. The latter series includes all the many features of the first-mentioned series, BUT it provides the new regraded curriculum which has proved so popular. May we send you full information about the most widely used arithmetics ever published?

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EIGHTEENTH anniversary of the Armistice is November 11 (Wednesday).

HERE RESTS IN
HONORED GLORY
AN AMERICAN SOLDIER
KNOWN BUT TO GOD

Inscription on the Tomb of the Unknown Soldier at Arlington Cemetery, Washington, D. C.

SHATTERING all records in its field is THE WINSTON SIMPLIFIED DICTIONARY FOR SCHOOLS. Adopted for exclusive use in the city of Pittsburgh. Ordered from coast to coast. Typical excerpt from the many reviews: "It is a scholarly dictionary, geared to the needs of today's children, and constitutes a real contribution to American education as it will serve to open wide the gates of language to boys and girls."

MANY important inventions were first used for amusement: the gyroscope existed as a toy before it was used seriously as a stabilization device; the most powerful engines of the 17th century were constructed to pump water into the fountains at Versailles; ether was used in parlor games in America before it was used in surgery.

EDITOR'S selection for boys and girls (10-13): UMI, The Hawaiian Boy Who Became a King. Written and illustrated in seven colors by Robert Lee Eskridge. List price, $2.00.

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make boats independent of wind and wave—the persistent refusal of Columbus to give up in spite of storms, mutiny, terrors of the unknown — teacher, your great opportunity is with the emotional side of history. If you can capture that and use it, you are a real teacher of history.

The old-world background to history which revision of school courses of study has very generally assigned to the sixth grade affords the child's first introduction to the march of time. It is a gate which swings open before his eyes and lets a colorful procession of the great names of the world stream by. From the first rough homes of the cave-men, the far-distant civilization of Ur of the Chaldees, down through the splendor of Greece, the grandeur of Rome, the dark days of the Middle Ages, and the gradual unfolding of the curtain of misty vagueness that veiled most of the world, it is a tale of adventure, of glamour, of brave men and fair women from whose lives and deeds he may pick out models for his own.

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History is more than this, even. It is a vast drama, in which cause is inevitably followed by effect. And we approach it with the constant viewpoint of what it means to us today—that the privileges and the happiness we enjoy did not come of themselves, but were dearly won through a series of constant struggles to overcome savage Nature and oftentimes even more savage man.

It is this viewpoint that we need to keep in sight in teaching history. It is no place for a mere factual study of dates, wars and kings. Nothing could be farther from what we need as an introductory study. This very gateway can be swung open for the child to know, to appreciate, even to love the great names of history which come down through the years as symbols of bravery, sacrifice, treachery, every form of human passion, both good and bad—so that he will be eager to make an intimate acquaintance with such names as Leonidas, Jeanne d'Arc, Saladin, Socrates. Or the door can be so slammed in his face by injudicious teaching that the very word *history* will be a distasteful memory that will haunt his later years, and make him look upon it as something to be hated and shunned.

All in the Day's Work

By EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

Untwining the Twins

A man by the name of Jackson came to my office today to register his delightful twin daughters in our school. This is what he said:—

"These girls are very much attached to each other. They go and come together, and have the same interests and the same friends. My wife and I have talked the matter over with them, and we all have come to the conclusion that it is time for them to begin to develop individual personalities.

"We wish to have you put the girls into different divisions of their classes. They both are interested in music but one is going into the orchestra and the other into the chorus. In sports one will take up field hockey and the other basketball. They will belong to different clubs.

"We believe that the plan we have adopted will broaden and enrich the girls' lives. Each will bring back to the other new interests and new friends. They will become individuals. People won't refer to them continally as the Jackson twins, but will call them Martha Jackson and Mary Jackson. It will be hard for the girls at first to be separated, but they have agreed to the proposal and they never quit."

I congratulated the three on their good sense and shall watch the development of the girls with great interest.

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Favorite Diversion

My favorite diversion is tramping in the woods. I enjoy the cool, quiet avenues, the fragrance of pines, and the music of birds and brooks. But I seek the woods primarily for more practical reasons.

Walking about on the hard floors of a school building and on the pavement of city streets is injurious to the feet and legs. There are many muscles, like those on the sides of the ankle, that get almost no exercise.

In the woods, however, one tramps over uneven ground. He walks on side-hills, climbs over rocks, scrambles up cliffs, and crawls under fallen trees. If he has on pliable footwear, all the muscles of the feet and legs are given healthy exercise.

Besides, the air in the woods is most invigorating, for the trees are one of our chief sources of fresh oxygen.

After several hard days in school, a long hike into the woods in the late afternoon with two or three congenial companions, a supper prepared over an open fire, and a brisk walk back home in the early evening will renew my energy and spirits as nothing else will.

I am glad that my work has always been where I have had easy access to the woods.

The News Digest
OF EDUCATION

Find Cause

Student "Laziness" Laid to Bodily Ills

BERKELEY, Calif. — In many instances suspected contrariness, day dreaming or plain laziness is being eliminated at the University of California as the causes of lack of concentration and lax study habits among students, reports the university. A health survey made by the Cowell Memorial Hospital on the university campus has determined that physical defects, combined with sensitiveness in a number of instances, are the real reason for low grades, and there is an immediate improvement where these defects are corrected or properly understood. The tests are part of a general health plan which goes far beyond the routine physical examination given every student upon entrance into the university.

Attendance Bribe

EAST PEMBROKE, N. Y.—A half day off each month for good attendance has practically wiped out "hooky" among the pupils in the East Pembroke school. At the opening of school Principal L. B. Lane decreed a half holiday for those having an attendance record of 98 per cent or better. During the first month's school 189 boys and girls qualified for the holiday with an average attendance of 99.2.

More Leisure

Home Work Eliminated In Atlanta Schools

ATLANTA, Ga.—The Atlanta school system looks upon schooi as comparable to business and believes when a day's work is done both should be left behind. Therefore home work should be eliminated, M. E. Coleman, director of attendance and census of the Atlanta schools, has stated. Home work has already been eliminated in the Atlanta schools with three exceptions. In nearby Decatur, Ga., though the assignment of home work still continues, the thought of avoiding it is growing and Superintendent Lamar Ferguson has called the giving of home lessons to children "almost criminal." Students in Atlanta are encouraged to interest themselves in subjects outside of the schools such as music, art, or reading, and are urged to pursue individual study along lines which interest them, Mr. Coleman said.

Darwin Theory of Survival False Doctrine, Einstein Says

ALBANY, N. Y. — Teachers who press upon youth the thought that material success is the aim of life are teaching an erroneous doctrine, in the opinion of Dr. Albert Einstein, mathematician. He holds that the development of general ability for independent thinking and judgment is the prime essential of education, denying the Darwinian theory of the struggle for existence and the survival of the fittest; teaching, as it does, competition among individuals for place, power, and wealth.

"Darwin's theory of the struggle for existence and the selectivity connected with it has been cited by many people as authorization for the encouragement of the spirit of competition," Dr. Einstein said in an address before the convention of the University of the State of New York, when the tercentenary of higher education in America was observed.

Stressing that knowledge would be lost unless it was continually renewed by ceaseless effort, Dr. Einstein compared this knowledge to "a statue of marble which stands in the desert and is continuously threatened with burial by the shifting sand."

Dr. Einstein criticized the instillation of fear, force, and artificial authority into the thought of pupils, "because they destroy the sincerity and self-confidence of the pupils and produce a submissive subject. The school and the teacher must guard against employing the easy method of creating individual ambition in order to induce the pupils to do diligent work."

Dr. Einstein declared that "the value of a man should be seen in what he gives, and not in what he is able to receive."

A. F. T.

Expansion Planned By Teachers' Union

BOSTON. — Members of the Harvard-Massachusetts Institute of Technology branch of the American Federation of Teachers will extend teachers' union organization throughout the State, it was decided at a recent meeting. Other locals of the federation are located in Lawrence, New Bedford, Boston, and in Western Massachusetts, a group composed mainly of Smith College faculty members. At the convention of the federation last August it was voted to make funds available for organization on a regional basis. In accordance, Massachusetts will receive a sum from the national organization to extend memberships.

Equal Salaries

Uniform Pay Rate For Hawaiian Teachers

HONOLULU. — Teachers in the Territory of Hawaii by the fall of next year are expected to be working under a uniform salary schedule, regardless of the grade they teach. A study of the single salary schedule and its probable effect upon the educational system of Hawaii is now being made by a commission representing the department of public instruction and civic organizations. The territorial board of school commissioners has indorsed the principle of the single salary. When and if it is put into practice it is thought probable it will be supplementary to the established schedule, and that all teachers in the service at the time of its adoption will be given the choice of continuing on the basis of their current salaries or electing to follow the single salary schedule.

Vote or Quit

Montgomery Demands Exercise of Franchise

MONTGOMERY, Ala. — It's "No Vote, No Job" for Montgomery school teachers. Dr. C. M. Dannelly, superintendent, said 1937-38 contracts were being offered only to voters. "An educator who does not vote is poorly equipped to prepare pupils for effective participation in a Democracy," he said.

Year's Work Proves Instructive, Broadcasting Programs Popular

CHICAGO.—After a year of experimentation, dramatized radio education here has won success and marked public approval. It now appears that the educational programs begun a year ago under the auspices of three universities, seven radio stations, and two foundations will continue and will be enlarged in scope and content.

Co-operating in the project are the University of Chicago, De Pauw University, and Northwestern University, the National Broadcasting Company, Columbia Broadcasting System, and the Mutual Broadcasting System; the Rockefeller Foundation, and the Carnegie Corporation.

Financial responsibility has been divided between the universities and the broadcasters which, with grants from the educational foundations, provides an annual working budget of $55,000.

Perhaps the most popular of all programs tried since the foundation of the University Broadcasting Council in July, 1935, is the informal, round-table discussion of current affairs. While the council originally expected to use carefully prepared script for all programs, it has now dropped that idea and in these round-table discussions neither notes nor script is used. The educators get together half an hour before they go on the air and talk over the substance of their program—that is all. This gives a spontaneity otherwise lacking, the council finds.

As many as 6,000 unsolicited letters asking for copies of one such discussion have been received at the broadcasting offices here.

Court Case

Ousted Teacher Files $175,000 Suit

SALEM, Mass. — Members of the Lynn school committee were charged with "Naziism" in a suit for $175,000 damages formally filed against Mayor J. Fred Manning and the committee by Miss Cora M. Foster, veteran Lynn teacher, who was dismissed several months ago because she refused to salute the flag or take the teacher's oath. In her action, Miss Foster said she lost her position March 10, last, because she "refused to bow down to Caesar and submit to the Naziism of the school committee." The teacher, who has a record of forty years' service in Lynn schools, is a member of the Jehovah's Witnesses sect. The declaration in the suit describes the action of the committee as "a foolish attempt to enforce a statute in derogation of police power, vested by the commonwealth in the state courts." The members of the school board are Edward I. Buckley, Louise S. Earle, the Rev. Garfield Morgan, M. Elizabeth Ingalls, George E. Nihan, and Olive C. Pinkham.

To Promote Safety

Teach Driving In Junior High

TAMPA, Fla.—Fifty-six students of the ninth grade at the Benjamin Franklin Junior High School here are enrolled in what is believed by its sponsor to be the first automobile driving class in a Florida public school. Principal F. R. Underwood said he organized the course because "the cost of destruction to public property from unsafe practices is increasing to such an extent, not to speak of injuries and death, that I do not believe our public schools can long afford to overlook it. We are trying to teach the students the cost in dollars and in suffering and lives," he added. "We are trying to develop a pride and interest in good driving; they are learning to be courteous."

Modern Aids

Asks More Movies and Radios for Schools

WASHINGTON.—America is supposedly the land both of machines and of super-salesmen. But neither, apparently, has as yet made startling progress in bringing modern teaching aids into the schools. Among 81,000 city schools just surveyed by the United States Office of Education, only 750 have sound-motion-picture projectors. Radio fares somewhat better, with receiving sets in 11,000 schools. Both figures, however, as John W. Studebaker, Commissioner of Education, points out, are far below normal expectations in a country where the radio set is a common household possession and 90,000,000 persons weekly throng the commercial motion-picture theatres. "The survey should point the way," he says, "to a larger production, distribution, and use of visual-audio equipment for educational purposes in the United States."

Rumor

Hutchins Seen As Next Yale Choice

CHICAGO. — The Daily Maroon, student publication at the University of Chicago, said recently it had received word from New Haven, Conn., that President Robert Maynard Hutchins "may soon be asked to leave the University of Chicago and assume the presidency of Yale University." The Daily Maroon said: "It has been known for some time that Yale would select a new president this year, since President James R. Angell, now in his sixty-eighth year, has reached the retirement age." Dr. Hutchins denied any knowledge of the rumor. Dr. Hutchins is a graduate of Yale and was dean of the Law School there when he was called to head the University of Chicago in 1929 at the age of thirty.

Janitor School

HAVERFORD, Pa. — The Haverford College Janitors' School, founded two years ago by Haverford College students to give free instruction to Negro employes on the campus, has an enrollment this Fall of twenty-six, an increase of nine, and its scope has been extended to include other Negroes of the neighborhood who have not been able to complete their scholastic training. Thirteen courses, including history, civics, English, grammar, and arithmetic, are being offered this year. One man is receiving full training for entering Eastern Theological Seminary, and another is working out sermons for a church of which he is pastor, organizing them under the school's guidance. Still another is preparing for civil service work.

Better Health

Connecticut College In Anti-Cold Drive

NEW LONDON, Conn. — Students at Connecticut College for Women will have no difficulty in obtaining excuses from class if they become afflicted with colds. The college opened its annual "anti-cold" campaign with administrative authorities urging all students to isolate themselves if they catch cold in order to prevent spreading the infection. The development of a "public health conscience" among the students is the aim of the campaign. At least eight hours of sleep, six to eight glasses of water a day, a diet of plenty vegetables and fruit and sufficient exercise were prescribed.

From State to City

Vierling Kersey Goes To Los Angeles Schools

SACRAMENTO, Calif. — Vierling Kersey, for eight years Superintendent of Public Instruction in California, is to take over the superintendency of the Los Angeles city public schools in February, 1937. During his tenure of state office Mr. Kersey placed the State of California with other leading states in education. In the field of school organization and administration many substantial achievements were made under his leadership. His activities were so widespread and of such sound character that Mr. Kersey soon became nationally known for his high ability.

Anniversary

Nicholas Murray Butler Columbia President 35 Years

NEW YORK.—Dr. Nicholas Murray Butler recently celebrated his thirty-fifth anniversary as president of Columbia University. Upon the resignation of Seth Low, eleventh president of Columbia, who had accepted the nomination for election as Mayor of New York City in 1901, Dr. Butler assumed his new duties on October 7 of that year, first as acting president for three months and from January 6, 1902, as president of the university. "No other institution known to me commands the loyal and devoted service of so great a number of administrative officers of the highest competence," said Dr. Butler. "There are two or three score of administrators in the service of the university, each one of whom could manage efficiently any sort of undertaking, but no material inducement would tempt them under any circumstances to leave the university of their love and choice."

"Regular Guy"

Cantor Prize Winner Hopes to be One

CAMBRIDGE, Mass. — Owen D. Matthews, winner of the Eddie Cantor scholarship valued at $5,000, "wants to be a regular guy," says Tech, the official M. I. T. newspaper. The Tech, in an interview with the Oregon youth who was chosen out of more than 250,000 candidates who submitted papers in the Cantor peace prize contest, told the Tech that, "I don't want my fellow freshman class members to think I am a snob simply because I have been so fortunate."

On Campus

College Junior In Trailer Dormitory

BURLINGTON, Vt.—H. F. Martel goes to college from his trailer. The dormitory on wheels is parked close to the University of Vermont where Martel is a junior, and in its compact interior he intends to dwell throughout the college year. Martel built the trailer, planned its closet space, installed kitchen facilities and did the wiring for electric lights. Having thoroughly insulated the trailer, Martel is certain that with a small stove burning, the coldest winds can blow without causing discomfort. With a couple of more book shelves and a pair of overstuffed chairs which he intends to build himself, Martel contends he will be the most comfortably housed student at the university.

Student Golfing

Louisiana State University To Buy Country Club

BATON ROUGE, La. — Louisiana State University, to which the late Huey P. Long brought big buildings and colorful football teams, is going to buy a complete country club. The board of supervisors authorized the purchase for $25,000 of the Westdale Country Club with its spacious golf course, modern clubhouse, swimming pool, tennis courts, and other equipment. Dr. James M. Smith, university president, said the purchase was made primarily to secure a golf course for the use of students. Social functions would also be held on the property. The club is located near the university campus about two miles southeast of Baton Rouge. Dr. Smith said the purchase price would be paid out of the athletic fund.

Dartmouth

Hopkins 20 Years Head of College

HANOVER, N. H. — Dr. Ernest Martin Hopkins passed the twentieth milestone of his presidency of Dartmouth College recently. Inaugurated on October 6, 1916, he had to deal with problems created by the World War, especially the later participation of the United States, which reduced the student body from 1,400 to 700. Under Dr. Hopkins the alumni fund has been established and gifts totaling $1,759,575 have been applied to current expenses. Expansion of the college plant during his regime includes the erection of the $1,000,000 Baker Library, the focal point of the campus, the Sanborn English House, the Carpenter Art Building, eight new dormitories and Dick Hall's House, an infirmary.

Wriston to Brown

PROVIDENCE, R. I.—Election of Dr. Henry Merritt Wriston, president of Lawrence College, to succeed Dr. Clarence A. Barbour as president of Brown University, has been announced by Dr. Hermon Carey Bumpus, secretary of the corporation of Brown University. Dr. Wriston is expected to assume his duties about February 11. Dr. Wriston will be the eleventh president of Brown University and the first not a clergyman of the Baptist denomination. He is affiliated with the Methodist Episcopal Church, and is the son of a Methodist clergyman. Dr. Wriston was born in Laramie, Wyo., on July 4, 1889.

"Love Thy Neighbor" Is Taught Mexican Pupils to Insure Peace

MEXICO, D. F. — The study of world history, as taught in the Mexican schools, will have a decided pacifist trend, it has been announced here.

This complies with the resolutions taken at the Seventh International American Congress held at Montevideo in December, 1933, when nineteen countries signed a pact which pledged them to co-operate in the interests of international peace. One object of this pact was the stress laid upon the teaching of history to school children. It was agreed that, in so far as possible, partiality and racial hatreds should be eliminated and all elements be suppressed that might engender hatred among the nations.

The Department of Education will keep the promises that Mexico has made in regard to the teaching of history. The program contains the following points:—

1. Revision of textbooks with the object of eliminating all elements that might incite the child to racial prejudice.

2. Periodic revision of textbooks to keep them supplied with up-to-date statistics and information on Latin-American countries.

3. Foster in each Latin-American country an interest in the history of her sister countries.

4. No text to contain unfriendly criticisms of other countries.

5. Attenuate the bellicose spirit of most histories.

6. Eliminate all unfair comparisons between national heroes and those of other countries.

7. Eliminate all reference to victories over other countries which reflects upon the moral spirit of the vanquished.

Mann Honored

YELLOW SPRINGS, O. — Educators recently gathered at Antioch College to honor the memory of the father of America's public school system—Horace Mann. The celebration was the first of many to be held in various parts of the country during the coming year, which has been designated as the Horace Mann Centennial by the National Education Association and other educational bodies. Speakers at Antioch celebration included Dr. John Dewey, Dr. Stephen Duggan, Dr. George F. Zook, Dr. E. H. Lindley, Dr. Lillian Gilbreth, Dr. Karl T. Compton, Dr. Payson Smith.

Hostility Traced

Says Universities Make Own Enemies

BETHLEHEM, Pa. — Hostility to higher education, as shown in loyalty oaths and attempts to suppress intellectual freedom, was partly the responsibility of the university itself, Dr. Edgar S. Furniss, dean of the Graduate School of Yale University, told a Founder's Day audience at Lehigh University recently. The university's responsibility for the prevailing hostility to higher education, Dean Furniss said, rested in its failure to instill the tolerant attitude and the ability for real thought in the graduates of universities, he added, who now were leaders of most of the movements for suppression. "Heresy-hunting associations are supported by those who have passed through our institutions of higher learning," the dean declared. "Demand for the regulation of the intellectual life of the university comes chiefly from its own graduates."

Delinquency

Crime Prevention Put Up to Schools

LAKE PLACID, N. Y.—Any long-range program of crime prevention must set up as one objective the clearance of slum areas, declared Dr. William Grady, associate superintendent of schools in New York City, before the Association of Teachers College and Normal School Faculties meeting in conference here. Dr. Grady, who talked on crime as viewed by school teachers, said: "The school occupies a strategic position in relation to the problem and has grave responsibilities for the early detection of symptoms. Properly administered in the light of scientific and social insight, a school is the best agency of society to attack delinquency at its source." Edward P. Mulrooney, State Commissioner of Correction, also emphasized the importance of the teacher in crime control. "Prevention of crime must start with the prevention of delinquency, both of which involve the problem of education, in which you as teachers should have first and primary interest," he said.

Dickinson Campus No Longer Split by Century-Old Railroad

CARLISLE, Pa. — A century-old Dickinson institution ended one afternoon recently when the famous old Cumberland Valley train took its last trip through the college campus and down the main street of Carlisle. As one drowned-out chapel speaker once ruefully admitted, it was "no use to try to buck a railroad." So the train was rerouted to the north end of the town.

Carlisle was one of the few remaining towns in the United States where trains ran down the main street.

Dickinson will hardly seem the same without the train puffing along the campus wall. Chartered in 1831, the Cumberland Valley Railroad was once a daily nuisance, causing all college life to pause as it coughed past the chapel and classrooms. But students apparently believe that they will miss the interludes. Many sentimentalists paid 10 cents for the last ride, which the Carlisle band led down High street.

The train split the Dickinson campus in two. On one side of the tracks stand the Law School and fraternity houses; on the other, college classrooms. During the World War and boom times mile-long freight trains streamed past the college, often blocking students from their classes.

Dickinson's train is already fabled in American literature. "In Old Bellaire," story of the college in Civil War days, contains passages on the train and part it played in the war.

Bequest

Another Million For Duke University

NEW YORK.—To the millions given by the Duke family to create Duke University was added a $1,000,000 gift recently, a specific bequest in the will of Mrs. Sarah P. Duke, widow of Benjamin N. Duke, the Durham, N. C., capitalist and tobacco company founder.

"Finest Rural School"

Sanford Rural School Has Many Novel Features

SANFORD, Me.—Attention is being directed to a new two-room rural school building now nearing completion here according to James A. Hamlin, superintendent of Sanford schools. Dr. Paul Mort, director of the School of Education, Teachers College, Columbia University, recently visited this school accompanied by Professor Chustick, of Transvaal, South Africa. "These noted educators pronounced the South Sanford rural school the finest rural school building in the United States," Mr. Hamlin said. The building is triply insulated, one insulation being of glass wool. It has washed, air-conditioned heat and movable furniture with especially designed posture seats made to prevent the children from getting round shouldered. There are individual lockers for the sixty-eight pupils. An electric pump provides running water for modern drinking fountains and toilet facilities. "Material used in the building cost the town about $11,000," says the school head. WPA labor was used in part.

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American Education Week Opens Nation's Schools to Inspection

WASHINGTON.—John W. Studebaker, United States Commissioner of Education, has issued the following statement concerning American Education Week to be observed this year throughout the United States from November 9 to 15:—

"A major purpose of American Education Week is to induce the average citizen to investigate one of the largest businesses in which he is a stockholder with voting power. So frequently we take democracy for granted and forget that this public business belongs to us. We find things going on which we do not fully understand or approve, and then we speak as if some force outside the community of citizens had control of our schools.

"If, in some instances, schools are not being operated at top efficiency with programs of vital value to the people of America, it behooves the stockholders to discuss the situation in parent-teacher groups and civic forums, with the aim of finding the way to express their votes more intelligently in selecting members for their boards of education and of holding these public servants to account.

"The public schools are the basic instruments of the people for the achievement of that intelligent understanding of personal and public responsibilities which will enable a democracy to function. If any person, group, vested interest, or clique is manipulating the public business for private or group advantage, the remedy is collective action. During American Education Week each American stockholder in the great public corporation of organized learning is urged to see for himself how the business is being conducted and to find out how he may use his influence to improve the general commerce of ideas."

American Education Week is observed each year to inform the public as to the needs, aims, and achievements of the schools. The Office of Education, United States Department of the Interior, co-operates with the National Education Association, the American Legion, and many other local, State, and national organizations in sponsoring this Nation-wide observance.

Thomas J. Foster

SCRANTON, Pa. — Thomas J. Foster, whose education-by-mail theory led to the International Correspondence School, died recently after a brief illness. He was ninety-three. Foster founded the correspondence school in 1890 and remained at its head until its reorganization in 1916. At first offering only engineering subjects, he added languages, architecture, and other studies until 214 courses were available for study by mail. Following his retirement as president in 1916, he founded the Philadelphia Industrial Correspondence University in 1921 and the Women's College of Arts and Sciences, opening the Wilkesbarre Correspondence School in 1924.

Inducted

Mildred Helen McAfee New Wellesley President

WELLESLEY, Mass.—Miss Mildred Helen McAfee became the seventh president of Wellesley College on October 16, succeeding the late Ellen Fitz Pendleton, whose inaugural occurred twenty-five years before in the same month. Miss McAfee's inauguration took place in alumnae hall, preceded by an academic procession. The exercises were open only to the college community and alumnae. Dr. Cleland Byrd McAfee, the new president's father, gave the invocation. Dr. Henry Noble MacCracken, president of Vassar, from which Miss McAfee was graduated, chose "The Integrity of the College" as his topic. Mrs. Ralph C. Brown, alumnae association president, welcomed Miss McAfee. The actual induction was performed by Robert G. Dodge, president of the trustees, who presented the new president with the keys, seal, and charter of the college. Benediction was pronounced by the Rev. Dr. Boynton Merrill, a trustee, of Newton, after an address by Miss McAfee. Miss McAfee formerly was dean of women at Oberlin College.

Expert Advice

Boston Saves Millions On School Buildings

BOSTON. — More economical planning and greater efficiency in the construction, furnishing and repairs of Boston public schools are claimed as results of the engineering control provided by the School Committee beginning with the year 1930 in the report of Business Manager Alexander M. Sullivan to the School Committee, on the cost of public school education for the fiscal year 1935. "The Board of Apportionment recommendations to the School Committee calling for appropriations for construction and alteration and repair of schools now carry with them the advice and the guidance of an expert, with resultant large savings of public funds," he notes in the first summary of accomplishments under this system. "This practical control," he explains, "is invaluable to the School Committee, to the superintendent of schools, and to the board of appointment, of which the superintendent is chairman ex-officio. With the guidance and advice of a man thoroughly trained and experienced in his position, the possibility of costly errors of judgment on construction and repair problems is made remote."

R. O. T. C.

Military Training Upheld in Schools

NEW YORK.—The Board of Superintendents of the city school system has ruled that maintenance of student R. O. T. C. and naval reserve units was wholly legal provided that attendance was voluntary and did not conflict with regular class hours. No academic credit is given for the military drill. The board's ruling was made in response to a request by the United Parents' Association that "naval reserve units, military units, and similar units shall not be permitted to recruit students in secondary or primary schools whether by appeal in assembly or posting of placards." The superintendents based their reply on a decision by Dr. Frank P. Graves, State Commissioner of Education, that military groups did not violate the law if they were conducted outside of school hours, with attendance optional.

Urge Survey

British Teachers Would Better Rural Schools

LONDON.—Reorganization of rural schools is urged in a memorandum issued by the National Union of Teachers. The teachers ask that the conditions of rural schools in Britain shall be thoroughly investigated by education authorities. New buildings, better sites, better pay for teachers and insistence that all teachers be suitably educated are conditions demanded by the Union of Teachers. A recent private survey made by the union noted the existence of rural schools where winter temperatures in classrooms were below freezing, where the schoolroom roofs leaked, where the playgrounds were quagmires, where windows could not be opened and where no certificated teacher was employed.

Instruction of Pupils Surest Safety Measure, Speakers Say

ATLANTIC CITY, N. J.—A belief that the safety movement in the United States will not show really satisfactory progress until the nation's youth becomes "safety conscious" through special instruction in the secondary schools was expressed here by speakers at the twenty-fifth annual national safety congress, sponsored by the National Safety Council.

Dr. Charles H. Elliott, New Jersey State Commissioner of Education, reported that about 80 per cent of the high schools in that State were already conducting automobile driving courses for students. Excellent results already are indicated, he said.

The student takes a regular motor vehicle examination on finishing the course and receives a certificate if he passes. Mr. Elliott said he had found through a study of accident causes throughout the nation that "the number of deaths and injuries occurring among high school age boys and girls is enormous."

It is properly the function of the secondary schools to take over the instruction of young drivers, the traffic school of the congress was told by Earl J. Reeder, traffic engineer of the National Safety Council. The time will eventually come, he said, when an adult class of drivers will be capable enough to teach the young ones.

One of Best

Virginia High School Paper Honored

RICHMOND, Va. — "International honor rating, a paper of superior achievements," with a score of 925 out of a possible 1,000, was the record of the Monocle, John Marshall High School newspaper, in the score book received from Quill and Scroll international awards. The scale by which the paper was judged was intended to measure the success of a school newspaper in terms of the service it renders. Its object was to weigh the journalistic and educational achievements of the publication, with major emphasis upon content and not upon form, and to permit the school to develop a type of journalism suited to its needs. The Monocle, which received an international first-place award as a paper of high achievements last year, was commended for its efforts in trying to improve an already good publication.

Future Citizens

High School Pupils Low in Political Test

BOSTON. — Pre-election political interest is low in Bay State high schools, it has been disclosed. A cross-section of Massachusetts high school seniors attained an average score of 43 per cent on questions testing their knowledge of State and Federal leaders in politics. During the past year Albert G. Reilley, of Framingham, through the graduate department of Boston University's school of education, tested 700 students from five high schools in different parts of the State. In general, more interest in political questions was shown by boys, who averaged six points better than girls. Pupils in college preparatory and academic courses rated higher than those in other courses. Their average was from four to six points higher than the average of general and commercial pupils. Better scores resulted from the factual sections of the test than from the sections devoted to names of people.

For Civil Service

Courses Train For Government Jobs

CHICAGO. — Gearing university courses so that they offer training for the prospective government employee and career man, as well as for the young person headed for the practice of law, engineering, social service, or other professions, thirty-five colleges and universities have recently announced courses designed to prepare men and women for careers in government. A number of reasons for this increased interest in training for the public service are given. The campaign of the National League of Women Voters for better public service personnel, the revivification of the Civil Service Assembly, and the report of the Commission of Inquiry on Public Service Personnel have all quickened an interest in making public service careers attractive to young people, it is found.

Course in Driving

BUFFALO, N. Y.—In the near-by village of Springville high school boys and girls are learning to drive automobiles as part of their regular class work. The course was started at Griffiths Institute by Lyle G. Palmer, principal of the school, with the sanction of the Board of Education. The instructor, William M. Eidt, a commercial teacher in the institute, was selected to take charge of the course because of his long record as a safe driver and his knowledge of automobiles. He will write a syllabus of instruction and will submit it to the State Department of Education with a request that the pupils taking the course receive Regents' credit.

Courtesy Pays

Brings $1,500,000 To Dixie College

RICHMOND, Va.—The cordiality of a student on the campus where Robert E. Lee once extended hospitality and set examples of courtesy and graciousness has enriched Washington and Lee University by approximately $1,500,000. This, narrowed down, is the story of the bequest to Washington and Lee from Robert P. Doremus, of New York, founder of a New York Stock Exchange firm, a business man who once visited the campuses of several Southern colleges. Wandering about the Washington and Lee campus incognito, he met a student who was gracious to him. Mr. Doremus intended to bestow his estate upon some Southern college as a memorial to his mother. The student's courtesy was the deciding influence. The student's identity is unknown. The passing of Mrs. Jessie R. Doremus in New York recently released to the Virginia institution the huge bequest left by her husband. Mrs. Doremus gave the university $100,000 for a gymnasium. The university's widely-known cotillions are held there.

New Head at Ipswich

IPSWICH, Mass.—Citizens thronged the town hall recently for a reception to Nathaniel Love, new superintendent of schools, and Mrs. Love. Mr. Love, formerly superintendent of the Littleton schools, succeeds the late Joseph I. Horton.

Afoot

To Study Nature On Hiking Tours

MILWAUKEE, Wis. — Wisconsin with its thousands of acres of state parks and forests will be the scene of a new experiment in teaching appreciation of nature and wild life conservation, according to joint plans being made by representatives of the National Recreation Association, Milwaukee department of municipal education and recreation, University of Wisconsin, and Wisconsin conservation department. Plans call for "shoe-leather" studies of the State's natural wonders, with Wisconsin youths exploring afoot under guidance various forest, rural, historical regions. The general plan is similar to that of the national youth movement in Germany which has won worldwide attention.

Book Reviews

An Educational Vision

THE IDEAL SCHOOL. By B. B. Bogoslovsky, Cherry Lawn, Connecticut. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Adopting a semi-fictional framework, Dr. Bogoslovsky expounds a view of education that may mark this book on "The Ideal School," as one of the most enduring contributions to current educational thinking.

The author looks critically at extreme progressivism in the early chapters, but later aligns himself with some of the doctrines of the progressives—such as their emphasis on personality development and their insistence upon breaking down the artificial walls separating curricular subjects.

The Ideal School as seen by the author has four main divisions, dealing respectively with the Universe, Civilization, Culture, and Personality.

Surely a school which sought to neglect none of these divisions would possess an educational balance and completeness which have often been wanting in the past.

Students and practitioners of education will find "The Ideal School" both illuminating and stimulating.

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People's Prep School

THE SMALL HIGH SCHOOL AT WORK. By R. Emerson Langfitt, School of Education, New York University; Frank W. Cyr, Teachers College, Columbia University; N. William Newsom, Teachers College, Temple University. New York, Cincinnatti, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Can the small high school, with its limited resources, its small teaching staff, and its inability to furnish the great variety of courses offered in the larger secondary schools, nevertheless render effective service to the community and the students?

The writers of this new volume in the American Education Series, of which Dr. George D. Strayer is editor, are convinced that the small high school can perform its essential functions reasonably well. But it cannot do this by focusing upon the preparation of a small percentage of its pupils for admission to college, and treating the remainder of the student body as a necessary nuisance. The program and objectives need to be thoroughly reconsidered with a view to making the small high school a truly democratic institution — democratic in spirit and aimed at equipping its students for cooperative living and thinking, which alone can cause American democracy to succeed.

This book which Drs. Langfitt, Cyr, and Newsom have produced is richly imbued with this faith in the small high school, yet it is highly practical in its unfoldment of what may be done and how it has been done.

The authors treat of purposes, organization, guidance, curricula, activities, administration, community relationships, accounting, financing, and similar problems of the secondary school of meagre means and numbers.

The book is an invaluable aid to the superintendent of schools or the high school principal whose post of duty involves the operating of a high school having from a few score to five or six hundred pupils enrolled. Fortunate will be the young people attending such a school if the principles and suggestions contained in this stimulating manual are translated into classroom and curricular practice by intelligent and inspiring teachers.

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An Arithmetic Clincher

ESSENTIALS OF BUSINESS ARITHMETIC. By Edward M. Kanzer, James Monroe High School, New York City, and William L. Schaaf, Brooklyn College. Boston, New York, Atlanta, Chicago, San Francisco, Dallas, London: D. C. Heath & Company.

Respect is due the authors of this text for having resolved not to bore and discourage the pupil by confronting him with a dull review of arithmetical processes at the threshold of his year's work in commercial ciphering.

How to capture the pupil's interest with fresh problems of an obviously practical nature, has been the initial question — and Messrs. Kanzer and Schaaf have succeeded in answering it admirably.

Live, worthwhile problems, such as arise in business and in the business of living, are taken up in reasonable order and with due regard to the gradual development of the learner's capacity and skills.

Plenty of drill material is supplied in a later section of the book — such material to be used as individual needs may dictate.

The volume is replete with teaching and learning aids. Its frequent interjection of thought questions — mental arithmetic, if you please—should promote clear and accurate thinking.

As a clincher for elementary arithmetic and an implement for the meeting of innumerable life situations, this book merits consideration.

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Gateway to Good English

GOOD ENGLISH THROUGH PRACTICE. By Edward Harlan Webster, Professor of English, State Teachers College, Montclair, N. J., with the co-operation of John E. Warriner, Instructor in English, State Teachers College, Montclair, N. J. Yonkers-on-Hudson: World Book Company.

The cultivation of good habits in the use of English is so truly a matter of social adaptation that one is not surprised to see the newer textbooks of language for the grades emphasizing the social aspect, as do the books of this series in a marked degree.

Group games, competitions and tournaments have here been called upon to awaken the child's interest in forming correct practices.

An abundance of stimulating drill is thus provided; and the child, instead of being bored and on the defensive, should find himself enlisted in the cause of self-improvement.

The importance of oral English receives due recognition in these texts, and oral exercises are employed, as they so obviously must be, to ingrain the desirable habits which are essential to the more laborious work of writing.

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Healing the Mind

THEORY AND PRACTICE OF PSYCHIATRY. By William S. Sadler, M. D. St. Louis: The C. V. Mosby Company.

Psychiatry is not a science, the author of this extensive work declares, but a subject which draws from whatever sciences it requires for the understanding of human personality.

The book is aimed at spreading a knowledge of psychiatric principle and practices among physicians and other professional workers who, with such information at their disposal, can do much to relieve and prevent mental ill health among the persons they are continually meeting in the line of duty.

The volume is written in a manner to be comprehended by the intelligent layman. The style is clear; the subject matter fascinating.

Teachers and other school officers might well have access to Dr. Sadler's able treatise, with its facts, its cases, its therapy, and, above all, its healing common sense and wholesome estimates of human values. A book like this should prove more helpful to mankind's sanity and happiness than tons of abstractions, whether of philosophers or preachers.

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Picks Students

Hungary Restricts University Ranks

BUDAPEST, Hungary.—Parents are seeking practical careers for their children in Hungary; fewer were sent at the beginning of the new school to the upper classes of the secondary schools than in the previous years. Instead the number of boys going to technical and commercial schools after the fourteenth year increased by 10,000. Also the number of those who went to agricultural schools was higher by some hundreds than in previous years. Over several thousand more girls went to economic, commercial, and home industry schools rather than to secondary school middle forms. This is a result of the educational policy of the Ministry of Public Education by which the number of students being allowed to follow university careers is reduced. Also there is found to be more promise of success in commercial and technical careers than in the professions.

New Book Film

PHILADELPHIA.—The new version of the film, Books—From Manuscript to Classroom, which dramatizes the making of a textbook, was shown last term to more than 138,000 people. This is an increase in distribution of over thirty-five per cent.

To meet the increasing demand, new sixteen millimeter silent films will be added to the supply for free distribution to schools and educational institutions. All requests for booking dates should be sent to William E. Cash, The John C. Winston Company, 1010 Arch Street, Philadelphia.

Skip Vacation

Educator Urges Year-round High School

JACKSONVILLE, Fla.—Chancellor S. V. Sanford, of the Georgia University System, advocated year-round operation of the nation's high school to provide "technical and vocational" courses for jobless boys and girls. "Why should the millions upon millions invested in the physical plants be idle during the Summer months?" he asked in an address before the Southeastern Planning Council. Dr. Sanford took as the basis of his arguments college Summer sessions, which, he said, originated at the University of Georgia in 1903.

Teachers Strike

Salary Dispute Breaks Out in Mexico

MEXICO, D. F.—With 1,000 teachers on strike for alleged non-payment of their salaries, 400 schools are closed in the State of Tamaulipas. A number of parents have been arrested for aiding the striking teachers to close schools forcibly. The State authorities assert the teachers have acted arbitrarily because in some cases up to 75 per cent of back salaries have been paid and the State Government has been able to do no more. The total amount claimed by the teachers exceeds 200,000 pesos.

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Grins Between Grinds

Restless

"You've been watching me for three hours," he said. "Why don't you try fishing yourself?"

"What! me?" cried the watcher. "Not likely. I ain't got the patience."

• •

Sunny Side

For taxation purposes it was necessary to decide on which side of the Canadian and United States border a farm, which a woman had just purchased, actually lay.

When the surveyor finally announced to her that the farm was on the American side of the border she smiled with relief.

"I'm so glad to know that," she said. "I've heard that winters in Canada are terribly severe."

Too Deep

Mrs. Black—"We really must get a new car, John. The Smiths have a new one."

Mr. Black—"What, when we're still paying installments on the car I exchanged for the car I sold in part payment for the car we've got now? Nothing doing!"

• •

Ghost-Like

Automobile dealers sometimes run away with themselves. One enthusiastic salesman, demonstrating, said: "This car runs so smoothly you can't feel it, so quietly you can't hear it, has such perfect combustion you can't smell it, and for speed . . . you can't see it."

"For goodness sakes, how do you know the dog-gone thing is there?" asked the customer.

• •

Answer: In Suspense

A distinguished professor of a noted university was delivering an address before a group of business men. At its conclusion a manufacturer joined issue with him.

"Natural science is of no benefit to me," he insisted.

"What is your business?" inquired the professor.

"I manufacture suspenders," was the reply.

"And where would your business be if the law of gravity were suspended?" was the next question.

• •

Radio Rodeo

Eastern visitor—"Has the advent of the radio helped ranch life?"

Pinto Pete—"I'll say it has! Why, we learn a new cowboy song every night, and, say—we've found out that the dialect us fellers have used fer years is all wrong."

• •

Fixed

The following notice was inserted in a farm magazine:—

"Anyone found near my chicken house at night will be found there next morning."